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No. 2

EDUCATION THE BEST INSURANCE AGAINST FIRE LOSS.

Property Worth a Half Billion Consumed Annually—Misuse of Electricity the Leading Cause—Many States Require Fire Prevention Instruction—To Guard against Public Disaster is a Prime Civic Duty.

By JNO. J. TIGERT, *United States Commissioner of Education.*

Recognizing fire prevention as a conservation measure, the Bureau of Education for a number of years past has sponsored it from an educational standpoint. Our fire losses for 1920 are startling. A thoughtful consideration of the facts should convince anyone that the problem is acute enough to demand the attention of every man, woman, and child in America.

Let us see to what extent we are burning up America. During the five-year period from 1915 to 1919, inclusive, our total fire losses were \$1,416,375,845, or a yearly average of \$283,275,169. That is bad enough. But now come the figures for 1920. Despite no great conflagrations during that year the losses totaled over \$500,000,000—half a billion dollars. This is greater than in any year before, save 1906, when the San Francisco disaster occurred. Much more deplorable than this shameful waste is the heavy loss of human life; 15,000 Americans, most of them women and children, are burned to death each year, according to the best estimates, and about 17,000 seriously injured by fire, many of these latter becoming public charges.

These figures do not include our heavy forest-fire losses. America's timber resources were the richest in the world a few generations ago, but we have been cutting and burning our forests four times as fast as they are renewed. As a result we are facing an actual timber shortage. Wood pulp for the manufacture of paper is scarce. Lumber for building is fast diminishing. In the five-year period 1916 to 1920, inclusive, our forest-fire losses totaled \$85,715,747 and burned over an area of 56,000,000 acres, threatening it with aridity. When you reflect that it requires from 50 to 100 years to replace such valuable growth, you must agree that we are literally burning up the future.

A careful classification of fire losses and causes shows that most fires are due to carelessness and ignorance and are therefore preventable. In round figures 30 per cent are from strictly preventable causes, 40 per cent from partly preventable causes, and of the remaining 30 per cent, due to unknown causes, it is fair to assume that a large proportion are preventable. Also, about 65 per cent of our fires occur in homes.

What are some of the chief causes of fires? The misuse of electricity comes first with carelessness and ignorance as the contributing factors. Defective wiring and insulation, carelessness in the use of electrical apparatus in the home, such as the electric pressing iron, and amateur repairing

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BURNHAM SCALES BRING STANDARDIZATION OF SALARIES.

Equal Pay for Similar Work Now the Rule in England and Wales—Women Receive Only Four-Fifths as Much as Men—Teachers Agree Not to Press for Further Increase Before 1925.

Remuneration of teachers is standardized throughout the whole of England and Wales as the result of the recent adoption of the widely-discussed "Burnham scales." These scales had been practically in effect for several months, for it appears that most of the local education authorities had already made their schedules to correspond to them; but the formal sanction of the board of education was not given until June. By that action the board definitely agrees that three-fifths the amounts required shall be paid from the national exchequer.

Eight standard scales, four for elementary schools, two for secondary schools, and two for technical, art, continuation, and evening schools, with certain modifications to cover special cases, are regarded as furnishing sufficient variety to provide for the different circumstances in the 316 "areas" into which the country is divided for purposes of educational administration.

Each scale shows for men and for women with different degrees of preparation and of responsibility, a minimum salary, an annual increment, and a maximum. The differences between them are intended to meet the higher cost of living in certain localities, so that the net compensation may be substantially equal for like service all over England and Wales.

Important advantages are expected to result. No teacher will be harassed by the knowledge that his services are underpaid as compared with another teacher doing similar work, and competitive bidding between local authorities for the services of desirable teachers will be greatly reduced if not entirely stopped. But more important than all else is that the condition of

unrest that prevailed to such an alarming extent in the ranks of the teachers seems to have been allayed. The proper work of the schools will now proceed without the distraction of unseemly dissension, and without the uneasiness that comes from uncertainty.

The unrest among the teachers of England immediately after the war was far more serious than anything that has ever been known in American schools. British teachers made no general demand for salary increases during the first three years of the war, but accepted the salaries which they had previously received, in a spirit of helpfulness and as a matter of patriotism. The privations resulting from war and the mounting cost of the necessities of life forced the teachers, however, to join in the general demand for

higher pay which was made by all salaried workers.

Many of the local education authorities recognized the justice of the teachers' attitude, and without hesitation granted the increases which they asked. Other authorities resisted so strenuously that a lamentable feeling of antagonism developed in many localities. Both sides proceeded to form organizations for united action, or to strengthen organizations already existing. So acute did the controversy become that in some instances the teachers declined to serve at the old rates of pay and the schools were closed for considerable periods. Such occurrences became somewhat frequent after the close of the war. Many highly competent persons in discouragement left the business of teaching entirely, and it became exceedingly difficult to fill the vacancies that occurred, or to obtain the normal number of students for the teacher-training colleges. With so much of dissension over salaries the profession was fast losing its attractiveness.

An Intermediate Agency Proposed.

In this state of affairs, it was proposed by Mr. H. A. L. Fisher, President of the National Board of Education, to provide a central organization representing local education authorities and teachers in order to solve the salary problem in public elementary schools by agreement on a national basis. At his suggestion a meeting was held on August 12, 1919, of a constituent committee representing associations of local education authorities and the National Union of Teachers, and a resolution was adopted in accordance with Mr. Fisher's proposal.

It was decided to create a "standing joint committee" of representatives of local education authorities on one side and of the National Union of Teachers on the other. When completely organized that committee consisted of 2 representatives of the London County Council, 8 representatives of the County Councils Association, 6 representatives of the Association of Municipal Corporations, 6 representatives of the Association of Education Committees, and 22 representatives of the National Union of Teachers. Right Hon. Viscount Burnham was made chairman of the committee, and his activity was such that his name has been prominently associated with all its actions. The committee itself is popularly known as "Lord Burnham's committee."

Minimum Scale Produces Good Results.

Its first important action was a report dated November 21, 1919, presenting a "provisional minimum scale of salaries for teachers in public elementary schools." The report met with general approval. Every local education authority in England and Wales whose scale was previously below that minimum scale took action within a few months to raise its salaries to at least the level of the scale.

The result was wholly beneficial. The position of teachers and the prospects offered to candidates for the profession were distinctly improved, and the first approach was made toward a national basis for the treatment of the salary problem. In many localities scales of salaries in excess of the minimum scale were adopted by agreement between the authorities and their teachers, and it was recognized that such scales were justifiable and appropriate. No standards were available for the higher scales except those based upon competition for desirable teachers. The solution of the salary problem seemed, therefore, to be prejudiced by the multiplication of local settlements.

Work of Joint Committee Develops.

In February, 1920, the standing joint committee determined to carry their work a stage further by formulating standard scales to be applied by agreement between the several authorities and their teachers, under the guidance of the standing joint committee. The task was complex and difficult, but in October, 1920, a report was presented with the unanimous approval of the committee in which three standard scales, namely, Nos. II, III, and IV were set forth. The original provisional minimum scale was reprinted with the three new standard scales and temporarily constituted the first of the series. A new Scale I was, however, published in December, 1920.

Omitting special provisions, the scales and the principal provisions of the report are as follows:

Scales for certificated assistant teachers, two years college trained.

Scales.	Men.		
	Min- imum.	Annual incre- ment.	Maxi- mum.
Provisional minimum scale.	£ 0	£ 0	£ 0
Standard Scale I.	160 0	10 0	300 0
Standard Scale II.	172 10	12 10	325 0
Standard Scale III.	172 10	12 10	340 0
Standard Scale IV.	182 10	12 10	380 0
	200 0	12 10	425 0

Scales.	Women.		
	Min- imum.	Annual incre- ment.	Maxi- mum.
Provisional minimum scale.	£ 0	£ 0	£ 0
Standard Scale I.	160 0	12 10	280 0
Standard Scale II.	160 0	12 10	272 0
Standard Scale III.	170 0	12 10	304 0
Standard Scale IV.	187 10	12 10	340 0

Scales for certificated head teachers.

For the purpose of head teachers' salaries schools shall be graded according to average attendance thus:

Grade I. Not over 100 in average attendance.

Grade II. Over 100 but not over 200 in average attendance.

Grade III. Over 200 but not over 350 in average attendance.

Grade IV. Over 350 but not over 500 in average attendance.

Grade V. Over 500.

An assistant teacher on appointment to a head teachership, and a head teacher on promotion to a higher grade, shall have his or her existing salary increased by a promotion increment per grade of school as follows:

Scales.	Men, per grade of school.	Women, per grade of school.
Provisional minimum scale	20	15
Standard Scale I.	20	15
Standard Scale II.	20	15
Standard Scale III.	25	20
Standard Scale IV.	25	20

Annual increments for head teachers:	£ s.
Provisional minimum scale	12 10
Other scales	15 0

Maxima for head teachers.

Scales.	Grade I.	Grade II.	Grade III.	
	Men.	Women.	Men.	Women.
Provisional minimum scale	£ 330	£ 264	£ 360	£ 288
Standard Scale I.	357 1/2	286	390	312
Standard Scale II.	374	300	408	328
Standard Scale III.	418	335	456	366
Standard Scale IV.	467 1/2	374	510	408

Scales.	Grade IV.	Grade V.		
	Men.	Women.	Men.	Women.
Provisional minimum scale	£ 420	£ 336	£ 450	£ 360
Standard Scale I.	455	364	487 1/2	390
Standard Scale II.	476	384	510	412
Standard Scale III.	532	428	570	459
Standard Scale IV.	595	476	637 1/2	510

Scales for uncertificated assistant teachers.

Scales.	Men.		
	Min- imum.	Annual incre- ment.	Maximum.
Provisional minimum scale	£ 0	6 0	150
Standard Scale I.	103 10	7 10	160
Standard Scale II.	103 10	7 10	160
Standard Scale III.	109 10	7 10	180
Standard Scale IV.	120 0	7 10	200

Scales.	Women.		
	Min- imum.	Annual incre- ment.	Maximum.
Provisional minimum scale	£ 90	6 0	140
Standard Scale I.	95	7 10	150
Standard Scale II.	95	7 10	150
Standard Scale III.	102 7	10	160
Standard Scale IV.	112 7	10	170

"Carry over," retroactive effect.—It was provided that the correct position of any teacher on the scale adopted should be the

(Continued on page 40.)

(Fire Prevention Day—1921.)

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA
A PROCLAMATION.

Whereas the United States suffers through destruction by fire an annual loss of life estimated at 15,000 human beings, most of them women and children, and

Whereas in the face of the world's dire need for American products our fire losses increased during 1920 to over \$500,000,000, and during the previous five-year period totaled over \$1,416,375,000—buildings, food-stuffs, and other created wealth needlessly wiped out of existence—and Whereas, in addition to the above, forest fires, during the five years ended with 1920, further reduced our diminishing timber resources by a total of over \$85,000,000, also threatening with aridity over 56,000,000 acres of hitherto productive woodland, and

Whereas most of our fire losses are due to carelessness and ignorance and may be easily prevented by increased care and education on the part of citizens:

Therefore, I, WARREN G. HARDING, President of the United States, do urge upon the Governors of the various States to designate and set apart October 10th, 1921—anniversary of the Chicago fire—as Fire Prevention Day, with these principal objects in view, to wit:

To request the citizens of their States to plan for that day and period, through pulpit, through open forum and through the schools, such instructive and educational exercises as shall impress the public mind with the calamitous effects and threatened economic disaster of such unnecessary fire waste;

To urge, as an everyday duty of citizenship, individual and collective efforts in conserving our country's natural and created resources, and To promote systematic instruction in fire prevention in our schools, constant observance of the ordinary precautions that safeguard us from fires, and orderliness in home and community, that we may overcome this lurking peril.

Fire is a danger that never sleeps.

In Witness Whereof I have hereunto set my hand and caused the seal of the United States to be affixed.

Done in the District of Columbia this 27th day of September, in the year of our Lord One Thousand Nine Hundred and Twenty-one, and of the Independence of the United States the One Hundred and Forty-sixth.

WARREN G. HARDING.

By the President:
Charles E. Hughes,
Secretary of State.

Evening-school teachers in New York City will henceforth be appointed just as day-school teachers are for a probationary period of three years, and then, if their work is satisfactory, they will receive a permanent license. Formerly a new eligible list was made at the beginning of each term, and teachers were appointed for that term only. Teachers will be paid as before on a per diem basis.

Members of the extension division of Kansas Agricultural College who have education equal to that of regular collegiate faculty members are now entitled to equal ranking with them. Many such teachers, who have been known as directors, leaders, or associate professors, are now ranked as professors.

Inclines or ramps from floor to floor are used in place of stairs in the high schools at Healdsburg and Watsonville, Calif. The floors are of concrete covered with cork carpet. These ramps promote safety of movement for classes going from one floor to another.

Pennsylvania State College is preparing to build residence halls that will accommodate 10,000 students, about three times the number now cared for. Alumni and other friends of the college will be asked to contribute a fund of \$2,000,000. The State legislature has granted an emergency fund of \$250,000, which will be used to start the building program.

Many schools in New York City have motion-picture machines, and have been using films in teaching biology, history, and geography. It is expected to use motion pictures before long in connection with the teaching of home economics, nature study, physical training, and English.

Home products are favored in Evansville, Ind., where every one of the 1921 graduating class in education of Evansville College, 12 in number, has been engaged to teach in the public schools of the city. This is the first class to be graduated from the department of education of that institution.

SCHOOLS OF ESTHONIA IN CONFUSION.

Language Problem Offers Serious Difficulties—German is Permitted in a Few Schools; Others Use Estonian.

Estonia, the newly created sovereignty bordering on the Baltic and the Gulf of Finland, has great difficulty in organizing its school system. Four languages, successive changes in government, war, and lack of means have thrown the schools into confusion.

When in the spring of 1918 German troops expelled the bolshevik rulers, the schools were ignored until later in the year, when they were reorganized according to the Prussian pattern. The two lower classes were, however, given instruction in Estonian, two private gymnasiums were permitted to teach Russian, and intermediate classes were organized for the purpose of eventually changing the medium of instruction in all branches to German.

After the collapse of Germany in 1918 Estonia began to establish her independence, and Estonian became the language of all State and community schools. This change occasioned great difficulty, for very few teachers were prepared to use the Estonian language in the instruction of advanced pupils, and there were no textbooks in that language. After long negotiation the German part of the population were granted a gymnasium, a modern school, and a folk school in Reval, in which German is used as the language of instruction. But the Russian element in the country was not granted the same privilege. The coast population uses the Swedish language, and a movement was started to provide instruction in Swedish. The Estonian authorities, however, are decidedly opposed to instruction in any foreign language. Conflicting claims in allegiance and language have left the schools as disorganized units, which time and labor now alone can build into some form of homogeneity.

Private schools are permitted to use any language desired on condition that added time is given to Estonian.

Dinners at less than half of the cost are provided for professors at the University of Vienna by the American Relief Association. The food is brought from America, excepting the vegetables which are bought in Vienna. These dinners, served in a café near the university, have brought together in social meeting many scientists, artists literary men, etc., and the exchange of thought has been to the advantage of all. It is hoped that the institution of the daily dinner meeting will be continued after the economic necessity has passed.

EDUCATION THE BEST INSURANCE AGAINST FIRE.

(Continued from page 1.)

and installation, all have their share in the annual average loss from this cause, approximating \$17,000,000. Next comes "matches-smoking," which probably presents a better opportunity for cutting down waste than any other classification. It includes the careless smoker who flicks his burning cigar, cigarette, or match into the air, indifferent to the possible loss of life and property that may easily result from his thoughtlessness. It includes the careless housekeeper, who leaves matches lying about where children may get at them. The number of children and homes thus burned each year is astounding. Next come "defective chimneys and flues," then "stoves, furnaces, boilers, and their pipes," "spontaneous combustion," "lightning," "sparks on roofs," "petroleum and its products," and so on down through the lesser causes.

Education is the Best Remedy.

At the risk of repeating some facts with which you are familiar I have gone into this matter somewhat in detail. The reason is that even a partial analysis of these fire causes can not fail to suggest the remedy—EDUCATION. We know by experience that it is difficult to teach adult America new habits. Obviously, we should begin with young America. We must teach our children that a preventable fire is a sinful waste. We must teach them to recognize the ordinary fire hazards common to nearly every home and community, and how to correct them. We must teach them to carry into their homes and to their parents practical fire-prevention information and careful habits of fire sanitation. All children should help in keeping the community clean. When they once learn that clean streets, clean alleyways, clean back yards, clean cellars, attics, and homes mean not only fewer fires but less sickness, they will become energetic workers for the cause. There are many ways of appealing to their civic pride, and many ways of arousing friendly competition among neighborhood schools that will make play out of work and civic betterment an individual ambition.

Time Well Spent in Preventive Instruction.

A number of States have passed laws compelling fire-prevention instruction in their schools. New Jersey has had such a law for several years. Its example was followed by Rhode Island and more recently by Ohio, Wisconsin, West Virginia, and California. Every State should have such a law. The time required for teaching fire prevention is well spent, considering the possible saving of life and property. In some States a minimum of one hour a month is stipulated, and this is often divided into weekly periods of 15 minutes each. A half hour a week would be better. Fire-prevention instruction can also be worked into a number of other courses and made an actual part of them. Essays on this subject can be made equally valuable as instruction in English composition and spelling.

ing. In the higher grades both civics and economics should include fire-prevention work, for it is logically a part of each course.

October 9, the anniversary of the great Chicago fire, and this year its fiftieth anniversary, is fire-prevention day. An extensive program for its national observance is under way, and in this our schools should take a leading part. As the date falls on Sunday it is suggested that school exercises be held on either the 7th or 10th. A few suggestions are given elsewhere on this page, and additional material will reach school superintendents from other sources.

Certainly consideration of this whole question places a large responsibility on our schools, both public and private. The chief purpose of our educational system is better citizenship. The prevention of fire is undeniably one of our prime civic duties, and I bespeak for its furtherance the constant cooperation of all who have to do with the teaching of the future citizens of the United States.

OPEN-AIR SCHOOL FOR POOR CHILDREN.

A school for children in the open air has been established in Naples, and has now been operating a sufficient time to pass the experimental stage and to demonstrate the success of the project. It is situated in Via S. Giovanni a Carbonara, where a section called the "Monacelle" has been improved by landscape architects and planted with flowers and trees. Small chalets in the Swiss style have been built, in which the children are housed in inclement weather. A farm is attached to the school which provides milk, meat, and eggs and serves at the same time as an agricultural school for the children. Connected with the school are a kitchen, baths, and shower bath.

The school is equipped to handle 300 children, who arrive at 8 a. m. Luncheons are served at 2 p. m., and at 4 p. m. the school closes and the children return to their homes. A part of the system provides that during the summer the children are taken to the municipal bathing establishment at Mergellina in municipal buses and given the advantages of sea baths.

Only the children of the poor are taken. Clothing and shoes are provided by the Neapolitan School Commission. The plan has proved so successful that six similar schools are projected and are now being built in various parts of the city.—From a report of Homer M. Byington, U. S. Consul.

Correspondence courses in the Marine Corps schools at Quantico, Va., opened October 1. Military organization, technique of the service of security and information, and map reading and use of coordinates are among the subjects of instruction.

ROTATION OF INSTRUCTION AND EQUIPMENT.

Three Consolidated Schools in Iowa Combine under Direction of State College to Teach Agriculture.

Supervised teaching in vocational agriculture at the Iowa State College is carried on in three consolidated schools, all within 10 miles of the college. The distinct feature of the plan is that the work in each school is carried by a supervisor who is a specialist in his particular line. At the Jordan Consolidated School the specialist teaches farm crops and supervises student teaching in that subject. At the Huxley Consolidated School animal husbandry is the subject handled. At the Kelley Consolidated School farm mechanics is the subject.

The school boards of the three schools have entered into a cooperative arrangement by which they rotate in equipment and instruction. In this way a three years' program is provided, but the work in each case is carried on by a specialist. The work is unified by the head of the Department of Vocational Education at the Iowa State College, who selects the instructors and is directly responsible for the character of the work.

AMERICAN CHILDREN AID FRENCH SCHOOLS.

War orphans and other needy children of France are made self-supporting and at the same time restored to health at the Pittsburgh Farm School at Fontaineroux, France. This school was established through the donation of \$42,000 by the public school children of Pittsburgh. A three-year course in agriculture is offered. The Pittsburgh Junior Red Cross has appropriated \$15,000 to aid in the erection of dormitories housing 60 children of this school.

Fifteen other agricultural schools in France have received contributions from the Junior American Red Cross, most of the money being devoted to improvement of the living quarters of the students. These schools are mainly supported by the French Government, and teach scientific farming and common-school branches to boys of 12 to 17 years, who would otherwise have to enter workshops and factories.

Biweekly summaries of national legislation concerning public health, including school hygiene, are issued by the National Health Council, when Congress is in session. These summaries list and abstract all new health legislation and also report progress on bills previously outlined.

THE DRAMA A RECOGNIZED COLLEGE SUBJECT.

Three Hundred and Eighty-Two Courses Are Offered in 146 Institutions, with Credit Amounting to 988 Academic Hours—Seventeen Colleges Have Well-Equipped Theaters—Many Open-Air Theaters in the West.

Theater arts are taking a higher place in colleges and universities. Instead of being an outside activity, frowned upon as taking time from study, the production of plays is now recognized in many institutions as playing a part of the student's cultural development. College authorities are taking greater interest in play production instead of leaving it entirely to the students, according to reports from 164 colleges and universities compiled by Miss Sylvia Latshaw from answers to a questionnaire issued by the United States Bureau of Education.

Drama Courses Lead to Degrees.

The Carnegie Institute of Technology has a school of drama, with courses leading to the degrees of A. B. and M. A. This school has been in existence five years, and in that time 380 public performances have been given, with the scenery, costumes, and lighting worked out by the students. Emphasis is placed on acting rather than on playwriting, but students frequently write and produce their own plays, under the necessary supervision. The school aims to train teachers of dramatic work as well as professional producers.

Such serious work is a long way from the annual play which used to be considered typical of college dramatics. This was generally a musical comedy, and was important chiefly as a social event. This type of play is still given by such societies as the Hasty Pudding Club of Harvard, the Triangle Club of Princeton, and the Masque and Wig Club of the University of Pennsylvania. These clubs sometimes present their plays in several cities. But this kind of performance, however good, is no longer typical of the dramatic work of colleges.

An example of the present tendency in the dramatic work of colleges and universities is the Harvard "47 workshop," a dramatic laboratory conducted by Prof. George Pierce Baker in connection with his class in dramatic technique, known as "English 47."

"Workshop Company" Take All the Parts.

The purpose of the "workshop company"² is to "present plays selected from the work in dramatic composition that they may be judged justly." Technical faults which the author can not see, in spite of class criticism, show when the play is presented. About 30 men and women, mostly Harvard and Radcliffe students, comprise the workshop company. Prof. Baker acts as director of plays.

Students act as assistant directors, and as volunteer helpers, even as stage hands. Paid assistance has been eliminated slowly, so that, according to Prof. Baker, from the writing of the play to the dropping of the final curtain, through acting, directing, scene and costume making, lighting, makeup, and scene shifting, the 47 workshop now depends on its own members. The workshop company does not sell tickets to performances at Harvard, but invites persons who are especially interested in experimental theaters to attend. Several volumes of Harvard plays written in "English 47" have been published, and the Harvard Dramatic Club has produced some of the plays written by this class.

Degree Credit in 69 Institutions.

Although credit is given by the university for the course in dramatic technique, no credit is given for workshop activities. The University of North Carolina also gives credit for the course in playwriting, but not for staging and acting plays. On the other hand, Kansas State Agricultural College does not give any courses in the theory of the drama, but gives credit for acting in regular college performances. The University of Louisville Players receive two credits for their year's work in presenting four plays, one at a local theater and three at their auditorium. This work is equivalent to a regular class in dramatics. Sixty-nine institutions give credit for dramatic work in connection with the regular curriculum.

Dramatic courses are usually such as "Development of the Drama"; "Shakespeare"; "Critical Studies of English Drama"; "Drama of the Golden Age (Spanish)"; and "The Greek Drama in English Version." There are 382 such courses given in the 146 colleges reporting, and they give credit for 988 academic hours. In some schools, when the production of plays is carried on in connection with studies in the regular curriculum, credit is given. Some colleges arrange for the cooperation of various departments, such as the schools of design, electrical engineering, physical education, etc., in the productions.

Auditoriums in Great Variety.

The college auditorium is usually used for dramatic performances, but 17 colleges have theaters, some of them adapted from buildings formerly used for different purposes. Wellesley girls remodeled a barn, and they are now planning a model com-

munity theater, to be built when funds are available. At the Agricultural College of North Dakota a former chapel was equipped as a college theater. The University of Virginia has its auditorium fitted for this purpose.

The Carnegie Institute of Technology has a well-equipped modern theater seating 420 persons. It is fitted with all the arrangements of a modern commercial theater. There is a scene-painting studio, a make-up room, a costume-making room, and a green-room for use when two groups are rehearsing simultaneously. Yale also has a theater, with every facility for staging large productions. Fordham University has a theater seating 960 persons; its stage is fitted with every modern convenience. Other colleges that have modern theaters are Tufts, Jackson, Vassar, Dartmouth, University of Kentucky, and University of Minnesota. Several other institutions are planning theaters and collecting funds for building them.

West Excels in Open-Air Theaters.

While several eastern institutions have open-air theaters, the West, and especially California, leads in this respect. This is largely on account of the small amount of rain in that region. Altogether, 27 colleges reported having outdoor theaters, and 41 others gave performances on the grounds. Among the eastern out-of-door theaters are the Yale Bowl—where Maude Adams played in "Joan of Arc" and Granville Barker produced "Iphigenia in Tauris"—the Harvard Stadium, and the stadium at the College of the City of New York. Fordham University has a concrete out-of-door stage, used for commencements and pageants.

The University of North Dakota has an open-air theater which uses the natural curve of a stream to separate the stage from the auditorium. Yankton College, South Dakota, has a garden theater modeled after an Italian garden of the Renaissance. Mills College, California, has two outdoor theaters, one in a forest, surrounded by eucalyptus trees, the other with a concrete stage extending over a lake.

The Greek Theater of the University of California has been the scene of Sophocles's "Electra" and "Antigone," played by Margaret Anglin, of Maude Adams's performance of "As You Like It," of Sarah Bernhardt in "Phedre," and many other revivals of old English and Greek plays.

The tendency for students to write original plays is growing, but the use of standard plays is still common. Of 1,088 plays presented in the past five years, only 281 were written by students, and these were mostly one-act plays, pageants, and musical plays. The other 807 plays presented were mostly serious plays, many of them Shakespearean.

Most of the productions given in colleges are under student direction, with faculty guidance. In fact, of 164 institutions, only

29 engage professionals. Usually some members of the English faculty undertake the work. The Harvard Dramatic Club engages a professional coach, and so does the Yale Dramatic Association. The Dartmouth Players are a stock company, and both actors and directors are chosen by try-outs. New men wishing to get a place in the players are trained by sophomores who aspire to be assistant director. The most successful sophomore manager is usually elected assistant director, and he succeeds the director on the latter's graduation.

College Classes Serve Their Communities.

Some colleges cooperate with the community: Vassar students have united with citizens of Poughkeepsie to create a community theater. Two bills a month are presented. Vassar also assists with the plays and pageants given in the Arlington and Poughkeepsie public schools. Dartmouth gives its plays for the public, with the idea of taking the place of a regular town theater. The University of Kentucky also aims to serve the community, a number of producing units outside the university combining under university direction.

Rural community drama has also been encouraged by the colleges. At the University of North Dakota in 1905, a company of players was formed that toured the State, presenting plays such as "The Rivals," and "The School for Scandal," with a view to cultivating a taste for good drama. They constructed an adjustable equipment for scenery and lighting. This group is now known as the Dakota Playmakers, and is devoted to folk plays founded on local conditions. The Agricultural College of North Dakota took an active part in the movement, and called their own dramatic organization "The Little Country Theater." There are now several "Little Country Theaters" in different parts of the country. Cornell University added to the impetus of this movement by presenting a program of one-act plays at the New York State Fair, with an improvised theater and simple settings.

Extension Departments Encourage Drama.

Some universities are developing community drama through their extension department, which give help in the production of plays to persons who desire it. Prominent among these are Cornell University and the State Universities of Wisconsin, Minnesota, Indiana, North Dakota, Kansas, and North Carolina.

The Carolina Playmakers, of the University of North Carolina, weave the traditions of the locality into folk plays. In this organization, plays are written with classroom criticism, and staged with the help of the faculty and any of the townspeople who wish to cooperate.

Pageants are popular. The University of Pittsburgh School of Education gives enough courses relating to pageantry to enable a

student to major or minor in the subject for his degree. Some women's colleges give pageants as the culmination of the courses in aesthetic dancing, folk dancing, music, and acting. One hundred pageants, 53 of them original, have been produced in the past five years in the reporting colleges, besides summer school performances of which no record was kept. Among widely known pageants given in colleges are the Yale Pageant, which had an audience of 25,000 and the Centenary Pageant of Allegheny College, written and directed by Prof. Baker of Harvard.

Universities are fostering pageantry through the development of cooperative authorship under the direction of a university professor. With the collaboration of the faculty, students, and community, pageants have been produced at the University of North Dakota under the direction of Prof. Frederick H. Koch. Two of these are: "A Pageant of the Northwest" and "Shakespeare, the Play-maker."

SCHOOL CHILDREN FIND FIRE HAZARDS.

Children search out fire hazards in their homes in Columbus, Ohio, where each child in the public schools receives from his teacher a home-inspection blank. Questions regarding rubbish in basement, attic, and yard, protection of floors, walls, etc., from overheating of stoves, cleanliness of chimneys, availability of fire alarms, etc., are answered by children with the help of their parents, and the blanks when filled are turned over to the fire chief.

These questions call attention to dangers that parents and children might never have noticed. When the first blank was sent out, some parents objected to answering the questions, though most of them answered readily. The parents became accustomed to the idea, however, and now the questionnaire is considered an important branch of the fire-prevention policy of the city. More than 5,000 hazards have been found, and most of them have been remedied.

In connection with the clean-up program of North Platte, Nebr., Boy Scouts inspected homes for fire hazards, and, where conditions warranted it, presented "100 per cent cards" provided by the chamber of commerce. Several hundred cards were awarded among the 2,500 homes inspected.

If the house or flat in which you live is a fire trap, you can move out. If you believe a hotel or theater is unsafe, you can move out. But if your school is in daily danger of becoming a fiery furnace, the law compels your children to attend, just the same.—*Wisconsin Industrial Commission.*

GOVERNMENT TRAINING SCHOOLS FOR NURSES.

Nurses in Training Receive \$30 a Month in First Two Years and \$50 in Third Year.

Training schools for nurses will be established by the United States Public Health Service. Schools will open on September 1 at Fort McHenry in Baltimore and at Fox Hills, Staten Island, N. Y. The service hospitals provide experience in surgical nursing, including orthopedic, eye, nose, and throat; medical, including communicable, nervous, and mental diseases; X-ray and laboratory technique; experience in the diseases of children, and public health nursing. Gynecology and obstetrics will be provided in the second or third year of the course through affiliations with civilian hospitals. Lectures, recitations, and laboratory work will be given in the required subjects in each hospital training school.

Candidates should make application in person or writing to the Surgeon General, United States Public Health Service, Washington, D. C. Special consideration will be given to candidates who have taken the course in elementary hygiene and Home care of the sick with the Red Cross or who served as nurses and aides in Army or civilian hospitals throughout the war. Candidates must be between 21 and 35 years of age, must pass satisfactory physical examination, and must be graduates of a recognized high school or present evidence of an educational equivalent.

No tuition fee will be required. Students will be provided with quarters, subsistence, laundry, and textbooks through the course. They must provide their own uniforms. A monthly allowance of \$30 will be made for the first two years and \$50 for the third year. Reasonable medical treatment will be supplied.

Students who complete the prescribed course and pass physical examination become members of the regular United States Public Health Service Nurse Corps. All students except those to whom credit for collegiate or technical work has been given will be eligible for registration in any State except those requiring three full years in a hospital. They will also be eligible for membership in the American Nurse Association and other organizations for enrollment in the nursing service of the American Red Cross, and for post-graduate courses in the teaching, administrative, and public health fields.

Dismissal from the high schools of all teachers who have not a college degree is expected in South Dakota, where a law has been passed requiring all high-school teachers to be college graduates.

FIRE PREVENTION FOR RURAL SCHOOLS.

Country Schoolhouses Frequently Burn, but Loss is Usually not Great—Many Recently Built Consolidated Schools Are Dangerous Fire Traps.

By KATHERINE M. COOK.

Are fire-prevention facilities needed in the rural schools of the country? For years the universal answer has been "No," with some degree of justice. The box-car type of school, isolated, with half a dozen children in attendance, was not a fire trap in reality, even if it did disregard all regulations on the subject of fire prevention. It burned down often—very often, indeed. The teacher or children who built the fires mornings and whose duty it was to put them out nights, often forgot and went home leaving a fire, or at least live coals. In either case the danger to the inflammable material of the cheaply built schoolhouse was great, and disaster often resulted. Such fires, however, usually took place when no one was in the building; if any were there, they were few, and the windows and door offered exits enough for safety. The real danger to the lives of children was insignificant. The loss of a building of so little value was principally in the time required to build a new one.

The day of the one-room, one-teacher school of the box-car type is passing, slowly we must admit, but surely, we believe and hope. The old buildings are being replaced by larger ones, generally better and more substantially built, but falling short of modern ideals in plan and equipment. Probably it is not reasonable to expect a community to change ideals at once from the log school or frame shanty to a modern plant and facilities. These, after all, are the result of slow evolution and have grown out of the necessities of crowded cities as well as progressive ideas. It is to be expected that new buildings in the country, though larger and better, represent a stage in progress rather than the ultimate goal—a building embodying the best modern ideas.

Consolidated Schools Often Deficient.

Fire prevention is not established as a necessity in the minds of country people. It is not always so considered by State authorities who regulate sanitary and other conditions of schoolhouses. It is not strange then that new buildings, in many cases buildings at least relatively expensive, have been and are being built throughout the country in response to the new movement for consolidated schools, with no thought of the possibilities of fire and no adequate protection for the lives of the children in case one occurs.

School buildings, like other public buildings, follow the fashion and custom. In

many parts of the country two-story buildings are almost universally used whenever large buildings are contemplated, not because ground is expensive or hard to get, but merely following the custom. The new movement for auditoriums in school buildings and the demand for high-school departments in large country schools have aroused a desire to provide these facilities even when the money available is so limited that various expedients must be resorted to in order to secure them. It is not uncommon to build two-story wooden schoolhouses with an auditorium on the second floor, and only one narrow stairway to furnish an exit for 50 or 100 children housed there.

Schoolhouses Built Without Expert Advice.

One example will illustrate a widespread condition: A thriving, ambitious rural community built a new schoolhouse; during the first year of its occupancy, it burned to the ground. There was no insurance. The community rallied to the call of the school board and by popular subscription raised several thousand dollars, enough with donations of material and labor made by citizens and patrons to replace the building at an early date.

Will the very enterprise and spirit of that community be its undoing? The visitor is impressed with that possibility. The schoolhouse was built as are many other country schoolhouses, without benefit of expert advice as to plans or equipment. It houses nearly 500 children and tempts disaster by fire every school day. It is a two-story building, has an unfinished basement with rafters and board floors exposed above and so low that one's head nearly touches them. In the basement are the laboratories for physics and chemistry and the electric light and heating plants. Of the 12 grades, six usually enrolling 150 children are housed on the upper floor. There is one inside stairway, neither wide nor light. The high school boys manage the furnace and the lighting plant. There is a surface well on the grounds but no water in the building. Drills for quick exit are not practiced and no special thought has been given to the subject, and it is not possible to say what time would be required to empty the building. One can only hope that the next fire, which seems inevitable, will not occur in school hours.

Final Precautions Generally Overlooked.

This is not an isolated instance. New schoolhouses are often built in the country

by volunteer labor on the part of patrons or by rural carpenters who have had little experience with or regard for provision for prevention of fire or safety in case of one. Repair work is usually done by patrons or board members, and cans of oil left from painting or oiling floors, left-over boards, paper, and the like are often stored in the closets or half-basements or in other places dangerously near the schoolroom. Carelessness generally prevails. In the cities even the poorest buildings have water facilities, fire escapes, and regular fire drills—all of them are rare in the country.

Yet disastrous fires are not uncommon in rural communities. The tall brick chimneys standing isolated in fields, which are so numerous in the rural districts of the South, usually mark a burned cabin or cottage. Of the schoolhouses destroyed by fire in the United States, a high percentage were in the open country. Lack of foresight in the original provisions, as well as lack of sensible procedure when fire comes, results in great loss of property and constant danger of death or personal injury. A campaign of education in the necessity for and means of fire protection is nowhere needed more than in rural communities.

APPLIED PSYCHOLOGY MAKING TRIUMPHAL PROGRESS.

Practical psychology, starting in America, is making its triumphant progress around the world, says *Leipziger Lehrerzeitung*. It is accepted in Germany notwithstanding the coolness and aloofness of the master in this field, Wilhelm Wundt. In the *Journal of Practical Psychology* Prof. Kojima says that in Japan special departments have been established at the universities for the advance of applied psychology. The researches of these departments extend to education and to medico-psychological problems. Lately tests for industrial and vocational adaptability of pupils have been carried out. During recent years psychotechnical methods have been applied throughout the entire Japanese fleet.

PUBLIC DISCUSSION OF SCHOOL PROBLEMS.

Parents and all others who are interested in New York City schools will have the opportunity to visit the schools during the week of October 10. This week has been set apart as New York School Week, and the schools will be thrown open to the public, that all may judge for themselves of the housing conditions in the schools, as well as to see what teachers and pupils are doing.

Public meetings for parents will be held in each school, at which the work of the schools will be demonstrated. General meetings for the discussion of school problems and the best methods of solving them will also be held during that week.

SCHOOL LIFE

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OCTOBER, 1921.

An index to Volume VI of *SCHOOL LIFE*, with a title page, has been printed for use in binding. It may be obtained by application to the Commissioner of Education. Volume VI embraces the numbers from January 1 to June 15, 1921, inclusive.

SUBSCRIPTION PRICE REDUCED TO 30 CENTS.

Hereafter the subscription price of *SCHOOL LIFE* will be 30 cents a year. That price is fixed by the Superintendent of Documents in agreement with the legal requirement that Government publications shall be sold at the cost of printing from stereotype plates. It covers, therefore, nothing but the cost of material and of mechanical work, and only part of that, for typesetting, proof reading, making-up, and all the other processes that go before the actual printing are included in the cost of the free edition, which is paid by the Government. Even postage is not considered in fixing the subscription price, and, of course, editorial work and overhead expenses do not enter into the calculation.

On the other hand, *SCHOOL LIFE*, being a public document, contains no advertisements, and that important source of income to private publications is not available to reduce the cost to subscribers of this paper.

Forty thousand copies are distributed gratuitously. That number is sufficient to supply only a part of the demand, but it is all our appropriations permit us to print. The free copies are sent to superintendents, high-school principals, libraries, and the heads of other educational institutions, in the hope that the greatest possible number of readers may be reached through the administrative officers.

At least 750,000 Americans are engaged in the work of education. It is our ambition to reach them all; but we can not do it without their cooperation. The cost of that cooperation is insignificant.

Since the price covers only the actual cost of the items included in it, it is not possible to make further reductions to clubs nor to offer commissions for procuring new subscribers, as we are often asked to do.

DENMARK RETIRES GERMAN TEACHERS WITH PENSION.

The change of sovereignty in a few districts in Europe has created border zones where two or three languages are spoken and where popular allegiance is divided. In such districts the schools are greatly disrupted.

The Hamburger Nachrichten published recently an article on "Danish disregard for law and justice" with a protest from the folk-school teachers of the territory recently annexed to Denmark. The pro-German teachers of these districts complain bitterly of the recent Danish law which provides that on a certain day all teachers in the newly annexed territory shall be dismissed with pension in order that the communities may decide whether they wish to retain the teachers of the old régime or elect others. The German complainants allege that in 1864, when the same territory was taken by the Germans, teachers were at liberty to retain their positions if they wished. The Danish rejoinder is that when a State takes over new territory it assumes no obligation toward the foreign officeholders, but Denmark has nevertheless done so by offering to pension them.

REORGANIZATION OF OHIO'S EDUCATION DEPARTMENT.

To lift Ohio from twelfth place in education to first is the aim of the new State department of education which for the past year has taken the place of the old department of public instruction. Several State boards have been attached to the department, including the State board of accountancy, the nurses' examining committee, the State board of optometry, the State board of pharmacy, the State dental board, and the State board of embalming examiners. A State library board with the director of education as chairman, has been created within the department. The work of motion picture censorship has also been transferred to the department of education.

ALABAMA BUREAU OF CHILD WELFARE.

To take children out of blind alley jobs, out of factories and shops, to keep them from jobs too heavy for their strength, and to keep them in school until they have enough education to give themselves a fair start, is the aim of the State Child Welfare Department of Alabama, which was created in December, 1919.

Representatives of the department found that hundreds of children younger than 14 years of age were qualifying as 14 and leaving school with little education. Only 11 per cent of the children who were receiving

work permits had completed the eighth grade, and 30 per cent had not completed the work of even one grade, but had left school without being able to sign their names. The law now requires completion of the fourth grade by every child who receives a work certificate.

Many children were undertaking jobs for which they were not physically fit, and to combat this condition, as well as to enforce the age requirement, the department set as its first task the supervision of issuance of certificates, so that no child younger than 14 would be allowed to leave school, and that no child would endanger his health by taking up work too heavy for him.

EXTENSION INSTRUCTION IN MANY FIELDS.

Extension service of the University of Minnesota includes many activities besides evening and correspondence courses and extension lectures. Concerts and other entertainments given are under the auspices of the extension service. Amateur theatricals are encouraged by the drama service, through which dramatic clubs and school societies are given advice about their productions, and copies of plays are lent for reading and selection. Advice and assistance are given to all social activities by the community service. Schools and clubs which desire the use of motion-picture films and lantern slides may obtain them through the loan system under which the bureau of visual instruction distributes its collection.

A municipal reference bureau is maintained by the extension service. This compiles and furnishes to city officials information regarding municipal government and administration. Another helpful branch is the agricultural instruction. Lectures, demonstrations, institutes, and short courses are given under the direction of the college of agriculture, forestry, and home economics.

A POET BECOMES AN EDUCATOR.

Rabindranath Tagore's poetic ideas are given actuality and life through a school that he has founded in Bolpur, India. All instruction is imparted in the open, in intimate contact with nature. The games and sports of the West are freely adopted in the physical training part of the work. The discipline is almost exclusively in the hands of the pupils themselves. One of the basic principles of Tagore's method is to awaken the subconscious soul activity of the pupils. A truly eastern touch is silent contemplation, to which 15 minutes are devoted every morning and evening. During these periods the pupils freely and silently surrender themselves to meditation. The name of Tagore's school is Shantiniketan.

PAN-PACIFIC EDUCATIONAL CONFERENCE.

Sessions Held in Throne Room of Hawaii's Kings—President Harding Sends Greetings—To Attain the Ideal of Humanity by Accelerating International Understanding by Education.

By JULIA WADE ABBOT.

The United States delegates to the Pan-Pacific Educational Conference sailed from San Francisco on the good ship *Wilhelmina* August 3. The beneficent nature of our mission seemed to make an appeal to the great ocean that bears the name "Pacific," and the winds and waves were beautifully behaved during the entire voyage. It was on board ship that the conference had its real beginning, for on those broad blue waters all boundaries disappeared and we began to have a vision of the sweep of the countries circling that great ocean, and we saw in our imagination those islands in the center of the great circle where the Stars and Stripes were flying.

Many National Organizations Represented.

In our party many national organizations were represented, and there were a group of delightful people who were engaged in different phases of social and religious work in the island, who were returning to Honolulu. Among the organizations represented by delegates were the National Congress of Mothers, the National League of Teachers' Associations, the National Education Association, the International Kindergarten Union, and the Association of University Women. The people from Honolulu represented the Young Men's Christian Association and the International Institute of the Young Women's Christian Association.

Association Develops Understanding.

For six days we lived together. We talked and we walked and we played and we "conferred." And so we developed a common understanding which was instrumental in bringing about the deeper unity which pervaded the more formal sessions of the conference itself. And after we left the steamer we did not leave play behind. Hawaii breathes the spirit of joy and friendship—"Aloha," that most lovely word, "slid into our souls." As our smaller group had developed a common understanding on the voyage over, we grew into friendship with men of other races, as we met together in all the wonderful entertainment provided for us by the different peoples and groups on the island. Dr. Jordan was fond of quoting Charles Lamb as saying to a friend, "I hate that man," as an individual passed by on the other side of the street. And the friend said, "I

thought you didn't know him." "I don't," responded Lamb, "if I knew him, I wouldn't hate him."

The keynote to the conference was given at the dinner preceding the formal opening of the conference. And this keynote was given by Gen. Summerall in his first public utterance after he had taken over the command of the military forces in Hawaii,

"We may well be proud that we, as representatives of the various nations and races bordering on the Pacific Ocean, are meeting here to-night as friends, as fellow members of that broader nationality, the human race, and for the purpose of furthering that spirit of world friendship and true internationalism that will insure lasting peace."

At the opening session, the following letter was read from President Harding:

THE WHITE HOUSE,
Washington, July 22, 1921.

My DEAR GOV. FARRINGTON: The Pan-Pacific Congress on Education soon to meet, has greatly appealed to my imagination, and I want to express my hopes that it will be marked by a measure of success that will justify all the hopes that have been entertained for it. It seems only yesterday that we thought of the broad Pacific as separating two unrelated worlds: now we have come to regard it as world by itself, the greatest of neighborhoods, the romantic meeting place of East and West, where each merges into the other and both discover that at last the supreme interests of humanity are common to all men and races. Two-thirds of the earth's population live in the lands of the Pacific, numbering the oldest and the newest of organized communities, and, characteristic of our times, their mighty ocean is come to be regarded by all of them as a bond rather than a barrier. In a large way we must feel that the future of the race, the hope of creating a true community of men and nations and civilizations, each retaining its own traditions, character, and independence, yet all human progress must greatly depend on the development of your fine ideal of a Pan-Pacific neighborhood. With better acquaintance, more intimate interdependence, riper mutual understandings, we shall advance toward realization of such an ideal. I feel that your Educational Congress is one of the most practical means of drawing these communities thus closer together, and therefore have special reasons to wish it well.

Most sincerely yours,

WARREN G. HARDING,

Hon. WALLACE R. FARRINGTON,
Governor of Hawaii,
Honolulu, Hawaii.

The formal opening of the conference was held August 11 with an impressive and pic-

turesque ceremony at the Government building, which was formerly the palace of the Hawaiian royal family. All the sessions of the conference were held in the gorgeous red and gold throne room, and from the portraits on the wall looked out the benign, dark eyes of Hawaii's kings and queens, as if the leaders of that gentle race were giving silent approval to the speeches of the delegates in behalf of peace among the nations of the Pacific. There was a picturesque flag ceremony on the steps of the palace when Gov. Wallace R. Farrington was formally inaugurated as president of the Pan-Pacific Union. Girl Scouts with the flags of the various states lined the steps, and under the columns of the portico stood two Hawaiian warriors with the bright feather capes of their order. As the "Star Spangled Banner" was played a beautiful American flag sent by President Harding was presented to the Pan-Pacific Union and received by Gov. Farrington.

Children of Many Lands Sing "America."

While this ceremony was taking place, there had been gathering under the strange, tropical trees, a most gorgeous assembly of colors. Little children, clad in the native costume of many lands, were waiting to pay their tribute to the flag to which all owed allegiance. Portuguese and Japanese, Philippine, American, Hawaiian, British, Chinese, Russian, Porto Rican, and Korean, all bearing American flags proclaimed in their childish, staccato voices,

Our country is America,
Our flag, red, white and blue,
And to the land of Washington,
We ever will be true.

The fervor and earnestness of those little children, their simplicity and beauty brought tears to our eyes, and before us rose a vision of the millions of children in the lands around the Pacific for whose future welfare we were come together.

Dr. Anesaki Discusses Objectives.

The first sessions of the conference were devoted to a discussion of the objectives of the conference. Dr. Anesaki, of Tokyo Imperial University, stated the aim of the conference as: "How can we attain the ideal of humanity by accelerating international understanding and cooperation, at least between nations bordering on the Pacific, through education?" In vivid words, Dr. Anesaki brought before us the significance of our coming together in Honolulu. He said:

"Is it by mere chance of geographical location that we are assembled now here in these islands, the center of the Pacific Ocean?

"No saying, perhaps, has done more harm to our common cause than the famous verse of Rudyard Kipling, 'East is East and West is West.' And is it not curious that the

people citing that verse forget the same poet's saying, that when man and man meet face to face there is no East nor West? This conference ought to be, and certainly is, a living testimony to the latter of Kipling's verses. East and West are meeting here not only in commerce and communication, but in spirit and life. We are meeting here, man to man, not only face to face, but eye to eye and heart to heart in the westernmost vanguard of the West, which is at the same time the easternmost outpost of the East."

At the same session a remarkable address was given by Dr. Y. B. Tsai, chancellor of Peking University. Dr. Tsai does not speak English and his paper was written in Chinese. The paper was presented by Dr. Wei, of the Canton Christian College who translated the intricate Chinese characters into fluent English as he read at sight. At the close of Dr. Wei's reading of Dr. Tsai's address, Dr. Jordan remarked, "Evidently language is no barrier to a mingling of the civilizations of the Occident and the Orient."

In addition to the delegations from China and Japan, there were delegates from New Zealand, the Philippines, Korea, and India. Australia, Java, and Siberia were represented by people who were residing on the islands, but were natives of these countries or had lived in them.

National Systems of Education Interpreted.

Two sessions were devoted to interpretative descriptions of the national systems of education in the countries of the Pacific and in the schools of the United States. Attention was then centered upon those studies in the curriculum which bear directly upon human relationships. Dr. Sisson urged improvement of the teaching of history. He suggested that there was much irrelevant and misleading matter in the textbooks, and that emphasis should be placed on the bearing of historical events upon present-day conditions. In this connection, Mr. Milner, the delegate from New Zealand, told of using newspapers and magazines representing different points of view as textbooks in a large high school for boys in Oamaru, New Zealand. He said that history, as frequently taught, should be made over. It is likely to be provincial, narrowly national. It gives the boy the idea that the most important activity of man is war. Mr. Milner went on to say: "The newspaper is a great textbook if intelligently used. The teacher, to use it properly, should be well informed on international matters. The use of newspapers and magazines helps prepare the student to take part in affairs and cultivates an interest in international topics which so profoundly affect all humanity. It makes the students broad-minded and able to envisage big problems in an intelligent way. We must get away from this narrow inter-

pretation of history and show that economic, constitutional, and human aspects are the essential ones."

This aspect of education was considered so important that it was embodied in two of the resolutions adopted by the conference. The first read, "That there be incorporated in the educational programs of Pacific nations definite teaching inculcating the ideals of peace and the desirability of the settlement of international disputes by means other than war." The second resolution read, "That all possible educational agencies and especially the subjects of history, civics, economics, and geography be utilized to eliminate racial prejudice and antagonism and to promote better understanding and cooperation among the peoples of the Pacific."

Preparation for Achieving World Peace.

The final sessions were given to a discussion of the function of the chief divisions of public education in preparation for achieving world peace and were presented under these divisions: (a) Kindergarten, (b) the elementary schools, (c) secondary education, (d) higher education.

The conference closed with a feeling of consecration to the cause of education, as a factor in solving the complex problem of international relationships. This sense of consecration was expressed by one of the delegates in these words: "We must seek ever to raise our youth from the narrowness of selfish aims and the poverty of materialism to the richness of human relations and the nobility of idealism, to foster his sense of the beauty of his own land and his own people, and at the same time of the common humanity which transcends language and customs and complexion, knowing always that the aims of the Nation and the great impulses of world order can be realized only when the prevailing majority of the people themselves have attained the necessary qualities of intelligence and heart."

PRACTICAL TRAINING IN RETAIL SELLING.

Leading department stores will be used as laboratories in the study of salesmanship and administration by girls of the Boston High School of Practical Arts. After two years of regular high-school work, pupils will be admitted to the cooperative course, in which they will follow a plan of alternate weeks of work in the store and of academic study at school. Two students will hold the same position in the store, working alternately a week at a time.

Besides training in actual selling, the girls will receive instruction and experience all other aspects of department store problems, so that they can choose a branch for specialization. The store will pay them \$10 or \$12 a week.

SMOKE-PROOF TOWER STAIRWAYS ARE BEST.

Familiarity with Stairways is a Great Element of Safety—Outside Fire Escapes a Last Resort.

Smoke-proof towers containing built-in stairways not only provide a safe exit for pupils and teachers, but reduce the danger of fire spreading from one floor to the next.¹ An open stairway provides the opportunity for flame and smoke to rise. Even if the stairs are fireproof, a smoke-filled stairway may cause a panic when the flames are still at a distance. It is difficult to lead a class into a stairway full of smoke. But if the staircase is inclosed with fire-resistive material, such as wired glass, and cut off from the rest of the building, classes are much more likely to reach the street safely. The elimination of the vertical opening between floors will probably confine any fire to the floor where it began.

The tower stairway is reached from open-air balconies on each floor, with fire doors that close automatically. In some schools doors are held open by locks that will melt in the heat of a fire and allow the door to close. The pupils use the stairway every day for ordinary entering and leaving, thus avoiding the handicap of a strange route in case of fire. The tower stairway should lead directly to the street.

The steps should be of such width that two lines abreast may pass down, each child using a handrail. There should not be room enough for a third line to push into the center. It is the third child who is without the support of a handrail who causes blocking of the lines.

An outside fire escape should not be built except as a last resort, when it is found impossible to construct a proper stairway within the building. In such a case the width of the steps and height of risers should correspond as nearly as possible to those of the steps the children are accustomed to using.

An hour a day of the firm's time is spent by employees of B. Altman & Co. attending a continuation school conducted by the company. All employees who wish to enter the school may do so, and this year 137 received certificates admitting them to higher classes in night schools. The Altman school has existed seven years.

While the enrollment of students in the division of university extension of the Massachusetts State Department of Education is increasing, the cost of giving courses has been coming steadily down. In 1915 the average cost per student was about \$14; now it is less than \$4.

FIRE-PREVENTION DAY IN THE SCHOOLS

Fire-prevention instruction is a regular part of the curriculum in thousands of schools throughout the United States and Canada. In many places it is made compulsory by law; in many others educational authorities, realizing the importance of teaching fire prevention to the children, have arranged suitable courses on their own initiative.

Where instruction in fire prevention is already a regular feature of school work, the special observances at the time of October 9 will give added interest to the regular fire-prevention work through the year. Where fire prevention is not already a regular feature of instruction, Fire Prevention Day will make an excellent start, after which suitable instruction can be continued throughout the school year.

Children Enjoy Firemen's Talks.

Talks by uniformed officers of the fire department have been found to be the best appeal to children. Arrangements should be made with the fire chief so that every child will hear a fireman speaker at least once during the Fire Prevention Campaign. Such talks, when accompanied by demonstrations of methods of operating extinguishers and of sending fire alarms, are particularly valuable.

Preparation for Fire Prevention Day in the schools usually begins about a week before October 9. Every day some time is given to the subject, general instruction, home inspections and reports, preparation of essays, all leading up to the day of the fire-prevention exercises. During the week the children will also be participating in the various outside activities, especially the home clean-up. The school fire-prevention exercises, to which parents are invited, should be assigned a specific day near the end of Fire Prevention Week, but not the same as that observed throughout the city as Fire Prevention Day. Thus there will be no conflict between school and other observances, and the children will be free later to participate in the parade and other outside features which will be of special interest to them.

Teachers Should Explain Significance.

To get the best results from the celebration of October 9, in the school, some preparation is necessary; the full possibilities will only be realized if the teachers have already explained to their classes something about the significance of the fire waste and the more common hazards.

The writing of competitive essays in the various schools for prizes offered by public-spirited individuals or organizations, has

proved an excellent expedient for keeping the subject of fire prevention well before the pupils' minds; and where the local press is willing to cooperate by publishing daily, for a week or so prior to October 9, a short article on some fire-prevention topic, concluding the series with the publication of the winners' names, the educative value of the competition is enhanced. The parents as well as the children are reached in this way.

Inspection Blanks Give Good Results.

Another successful method of reaching parents as well as children is the distribution among the children of inspection blanks upon which to report the fire hazards of their own homes. Sometimes prizes are offered for the best reports, but in any case the mere process of inspection by the children can not altogether fail of effect upon their adult relatives. Children find pleasure in assuming responsibilities of this sort. A good way of following up the inspection is to urge the children to regard themselves as permanent fire wardens of their homes. Even where it was impracticable for competitive inspection, very gratifying results have been found to follow from the distribution of pamphlets with an appeal to the children for service as fire wardens.

The inauguration of a Junior Fire Prevention League may also be made a feature of Fire Prevention Day observance. The principal of each school may select 10 boys of good character and reputation for leadership to be assistants of the fire captain of the district in the inspection of premises. It is the duty of these boys to report violations of the fire ordinances and any hazardous conditions, such as the accumulation of rubbish, which may tend to cause fires or to impede the work of the firemen in the event of an outbreak. As part of the exercises the boys may be decorated with the metal badge of the league and the ceremony made the occasion for addresses by uniformed firemen.

Essays Will Arouse Interest.

If collections of really good essays written by the boys and girls in these competitions can be made and published, these will arouse greater interest than even the most simply written pamphlet from the pen of an adult.

It is taken for granted that fire drills are periodically executed in every school. In any case, they will probably form a part of the exercises of Fire Prevention Day, when, however, they will be anticipated and consequently will have little value except for exhibition purposes. There is something wrong in the school which needs any special rehearsals to enable it to make a good show-

ing in its Fire Prevention Day fire drill.—*Handbook, National Fire Protection Association.*

SUGGESTIONS FOR SCHOOL EXERCISES.

To stimulate interest the exercises of all the grades should be combined, taking place in the school hall. The hall decorated in fire-prevention colors; stage made as attractive as possible. Blackboards may have drawings showing causes or results of fire, or statistics and mottoes. Green wreaths tied with the colors hung at back of stage, at height of ordinary doorway, to form pretty headpiece.

1. Visitors seated. Pupils march in by the various aisles, to piano or other music, wearing the colors, carrying fire-prevention flags. They mass in front of stage, facing audience, and sing the national anthem.

2. Reading of the President's or governor's proclamation. By a pupil.

3. Selected pupils troop onto stage to music; go through march or fire drill, using flags, closing with some animated figure and salute, after which they repeat in chorus, "We are for fire prevention," and go off.

4. Brief composition: "What I have learned about Fire Prevention Day and why we have it." By a pupil.

5. Brief essay: "What use this school could make of the money lost by fire in this city." By a pupil.

6. Recitation.

7. Song.

8. Reading by one of the teachers, of 25 original paragraphs, prepared by as many pupils: "Ways to aid in fire prevention." Each paragraph signed by the writer.

9. "What fire means to the fireman, and how school children may help him." Talk by a member of the fire department.

10. "What things can start a fire at home." By a pupil.

DOUBLE DAILY SESSIONS AID WAGE EARNERS.

Starting the high school session at 7.30 a. m. gives many pupils in Marietta, Ohio, opportunity to work half a day and still keep up their studies. The session lasts until 11.30. Boys and girls who work in the morning may start school work at 12.30. About half of the boys and about one-fourth of the girls in the school take advantage of this plan. Some of the boys work in shifts in factories. Some pupils earn from \$1.50 to \$2.10 a day and keep up all their school work.

MATERIAL FOR FIRE-PREVENTION DAY.

THE BELLS.

Hear the loud alarm bells—
Braven bells!
What a tale of terror, now, their turbulency tells!
In the startled ear of night
How they scream out their affright!
Too much horrified to speak,
They can only shriek, shriek,
Out of tune,
In a clamorous appealing to the mercy of the fire,
In a mad expostulation with the deaf and frantic fire
Leaping higher, higher, higher,
With a desperate desire,
And a resolute endeavor
Now—now to sit, or never,
By the side of the pale-faced moon.
Oh, the bells, bells, bells!
What a tale their terror tells
Of despair!

—Edgar Allan Poe.

VAMPIRES THREE.

Wind Speaks.

I speed the sailor and whirl the mills
And make a harp of the tree;
I waft the showers that bring the flowers
To dapple each dale and lea.
But woeful the ways that in hunger I choose
To blast with my awful breath,
For I shatter and wreck and naught may check
My terrible dance of death.

Water Speaks.

I bear the vessels and turn the wheels
And give the desert the rose.
I ripple in rills and leap down the hills
Or lie in a glassy repose.
Though I do man's best without spell or meed
Cooped up in river or lake,
When I surge in wrath from my wonted path
Wild ruin I leave in my wake.

Fire Speaks.

I am vassal of man and I do his will
In many a wondrous way;
If he chain me sure I am fain to endure
His mastery night and day.
But should I escape from my dungeon red
By charring the bolts and bars,
I chasten my master with hell's disaster
And flout my head to the stars.

—O. H. Poemer, in *Quarterly Magazine of the N. F. P. A.*

PREVENTION DAY, PREVENTION DAY.

(Tune, "Maryland, My Maryland.")

We dedicate this hour to thee,
Prevention Day, Prevention Day;
That on the land and on the sea,
Prevention Day, Prevention Day;
From loss and danger we may be,
And carelessness, forever free,
And over fire win victory,
Prevention Day, Prevention Day.

Nerve us to hold our purpose fast,
Prevention Day, Prevention Day;
And thus escape the flaming blast,
Prevention Day, Prevention Day;
And give discretion to outlast
The lessons of our thoughtless past,
Where'er our fortunes may be cast,
Prevention Day, Prevention Day.

We need thy counsels in our land,
Prevention Day, Prevention Day;
To save us from the burning brand,
Prevention Day, Prevention Day;
Long we've been deaf to thy command,
Too long refused thy outstretched hand,
Then make us a Prevention Band,
Prevention Day, Prevention Day.

We'll send thy voice with might and main,
Prevention Day, Prevention Day;
From ev'ry hill and ev'ry plain,
Prevention Day, Prevention Day;
Till it returns to us again,
Made joyous with the glad refrain,
No more the fit'ly fiend shall reign,
Prevention Day, Prevention Day.

—D. T. Braigg.

FIRE SONG.

(Tune, "Marching Through Georgia.")

Listen to my story old—my mission well you know:
I warm you with my balmy breath when chilly breezes
blow.
The spirit of the Flame am I, God's gift to man below—
Blessing or bane, as ye make me.

FIRST CHORUS.

Rejoice! Rejoice! Your Servant true I'll be,
But O beware! From all abuse I'll flee.
Your homes I'll turn to ashes, while I laugh aloud
with glee—
Blessing or bane, as ye make me.

I'm the King of Fireland—my subjects love my sway;
I hide within the matches; in the glowing embers play;
I warm the little fingers on a frosty winter day—
Blessing or bane, as ye make me.

SECOND CHORUS.

Rejoice! Rejoice! Of service true I sing,
But O beware, lest cruel Death I bring!
To ev'ry wind of heaven I would now this warning
fling—
Blessing or bane, as ye make me.

I'm the King of Fireland—my scepter's tipped with
flame.
I stretch it forth, and things I touch are nevermore the
same;
Imprison me near walls of wood, and ye must hear the
blamo—
Blessing or bane, as ye make me.

(Use 2d chorus here.)

I'm the King of Fireland—my touch all things can
change;
For Oil and Gasoline I have a longing passing strange;
I care not who may perish; when they come within my
range—
Blessing or bane, as ye make me.

(Use 2d chorus here.)

I'm the King of Fireland—I leap across the wires;
In "circuits short" I make my rounds, and kindle
mighty fires,
With tiniest bit of match-heads I can light my funeral
pyres—
Blessing or bane, as ye make me.

(Use 2d chorus here.)

—Illinois Fire Prevention Day Program.

Only a little match-head
Dropped on the closet floor;
Only a little apron
Hanging beside the door;
Only a little creeping
Up to the apron-strings;
Only a home in ashes;
Think of these "little things!"

FIRE DEMON'S BOAST.

I am Fire. I respect no man, no place, no thing.
I have left my mark upon every land and on every race.
I have destroyed large areas and consumed whole cities.
I have killed multitudes and I still keep on doing so.
I never stop until I destroy all that lies within my path.
I strike at the hovel and the palace, the great and the
small.

I am a ruthless tyrant, destructive alike to life and
property.

My time is any time, my place is any place, my method
is any method.

Man has tried to master me and has failed.

I strike when and where he least expects me.

He has invented appliances to check and retard me.
He has thought himself safe with his meager protection.
He has allowed his children to play with me as if I
were a toy.

He still doesn't realize that I am his inveterate enemy.
He has felt himself secure and has not watched for my
coming.

He has paid me my price for his ignorance—His life.
He knows that I am dangerous and he still invites me.
He has tried to combat me with his appliances and
failed.

He flees from me whenever I show myself.

He has legislated against me and failed to enforce the
laws.

He has aided me by placing in my way that which I
feed on.

Whenever I destroy, I do not discriminate between
the old and the young.

When I destroy, the labor of a lifetime disappears in
a few hours.

The catastrophes which I cause do not hinder my
operations.

The lessons which I teach by my destruction do not
show results.

I am stronger this year than I was last year.

The toll I exact is getting larger every year,
Which proves that mankind has not mastered me yet.
He has tried to prevent me from starting and has got
results.

I am never going to be eliminated as long as man is
careless.

If I am allowed to start I will keep on destroying,
And I am never going to stop until I am prevented,
Because I am all that is wicked and destructive.

I AM FIRE.

AMERICA.

My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died;
Land of the pilgrims pride;
From ev'ry mountain side
Let freedom ring.

My native country thee,
Land of the noble free,
Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills;
My heart with rapture thrills,
Like that above.

Let music swell the breeze,
And ring from all the trees,
Sweet freedom's song;
Let mortal tongues awake,
Let all that breathe partake;
Let rocks their silence break,
The sound prolong.

Our fathers' God to Thee,
Author of liberty,
To Thee we sing;
Long may our land be bright,
With freedom's holy light;
Protect us by Thy might,
Great God, our King.

STANDARDS FOR CONSOLIDATED SCHOOLS.

Minimum Requirements for Successful Consolidation—District Should Contain Taxable Property Actually Worth About \$1,000,000—Success Depends on Teaching Force—Personality of Superintendent is a Big Factor.

By C. C. SWAIN, *State Teachers' College, Cedar Falls, Iowa.*

[From an address delivered before the Department of Rural Education, National Education Association, at Des Moines.]

1. *Size.*—This will be determined more or less by transportation possibilities. The minimum area should probably be not less than 36 sections. One of our good consolidated schools in Iowa has 73 sections. The enrollment should be 80 or more in the elementary school (grades 1 to 6) and the same for the junior and senior high schools. Whenever the enrollment makes a junior-senior organization practical, it should be established. But this meant something more fundamental than departmental teaching. To put the question on a teacher basis, a consolidated school should be large enough to demand not less than six teachers. High-school advantages should be brought within a reasonable distance of every country boy and girl. The valuation should be large enough to support a good modern school on a reasonable tax levy. Figures can not be used because of our different methods of assessment. In Iowa the minimum figure should be close to \$1,000,000 taxable valuation or \$250,000 assessed valuation. All good things cost, and we must expect that a consolidated school will also cost more than a one-room school, but, on the other hand, taxes must not become confiscatory. This danger, however, is more apparent in our cities. The one outstanding hope of the consolidated school is found in the fact that the per capita valuation is comparatively high. Can our farmers afford to support a good school? If they can not, who can? The school building should be located on, or there should be accessible for agricultural work, athletic fields, playgrounds, etc., 10 acres of land. The building should meet all modern requirements for good elementary and high school instruction. In addition, there should be a library room, accessible to the community as well as the pupils, a gymnasium and auditorium (in smaller schools the latter may be combined with the gymnasium or made possible by combining two or more classrooms). The building should further provide for instruction in agriculture, manual training, and home training. A lunch room is also a desirable feature.

2. *Equipment.*—The building should first be properly equipped for instruction. There should be special equipment for the special departments. The industrial department should be especially equipped for practical work. In place of our ordinary

courses in manual training a consolidated school should offer a more general industrial course. This would require equipment for woodwork, cement work, ironwork, harness repair, machine and automobile repair. The gymnasium should have its standard equipment, and without question playground equipment should be provided.

3. *Transportation.*—The routes should be laid out with greatest care. In no case should a child be on the road more than one hour and one-half, and where horse-drawn vehicles are used the longest distance should be not more than 6 miles. When teams are used, routes should be so planned that pupils generally are not hauled farther than the actual distance from their homes to the schoolhouse. As far as possible all children should be hauled to and from their homes. Under no circumstances should children walk farther than three-fourths of a mile to meet the bus. Special attention should be paid to the type of bus used. It should be a standard make and constructed from the standpoint of moral as well as physical safety of school children. Only glass sides should be tolerated. The driver should sit inside the vehicle with the children. The body should be wide enough to prevent the knees of children sitting opposite each other from touching. The same standard of cleanliness maintained for schoolrooms should be applied to the bus. There is not a question, however, that motor transportation is rapidly taking the place of the horse-drawn type, just as the electric car is taking the place of the old stage or horse cars. I think figures will prove that automobile transportation is just as economical, even more so, than the use of horses. A good substantial motor should be provided, and I think it a part of wisdom to hire one man who is a mechanic and will spend the time when not driving the bus in keeping all the vehicles in repair. Only good reliable people should be employed as drivers. Boys and girls should not be employed.

4. *Teachers.*—When all has been done and said the success of a consolidated school is dependent upon its teaching force. The standards that are minimum for our larger city schools should apply to all consolidated schools. The elementary teacher should have had two years of training beyond the

high school and somewhat specialized for the particular grade to be taught. All secondary-school teachers should be college graduates. I hope the time will come when we will have a supply of properly trained rural-minded teachers in our consolidated schools from the kindergarten to the superintendent. A special teacher should be provided, with special training for manual training, home training, and agriculture. In addition the school should employ a good music teacher who can also develop glee clubs, orchestras, and school bands. One teacher should devote at least a part of her time to library supervision and should have had training for that service. While all the teachers have a part to play in consolidated school success, the big factor in this school service must be the superintendent. He should first of all be a trained superintendent. The idea that anyone who has had the smattering of agriculture or has been brought up in the country and loves country life can be a successful superintendent is pure ignorance. A consolidated school is all that any other school should be—plus. The superintendent should therefore have at least the academic and professional training and experience now demanded of those who aspire to be superintendents in our large cities. He must know how to organize and administer a school system as such. The schools that I have in mind are large enough to employ a special teacher of agriculture. For this reason, while the superintendent should have studied the industrial subjects so that he knows how to organize courses and judge instruction, it is absurd to say that he should hold a degree from an agricultural college. All superintendents should be community leaders, but this leadership is more urgent in a consolidated school. What our superintendents need is a vision of their opportunities and possibilities. Our consolidated schools must not be of the conventional city type, but on the other hand they must not be all froth. Proper balance is essential.

5. *Course of Study.*—This is the most important field in which to suggest standards. There is nothing that shows up a superintendent quite as much as his course of study. To adequately meet, in a sound and practical way, the needs of society and the individual requires the best thought and energy of a real school man, a real scientist in education. Such a person must not only be technically trained in the field of school administration and supervision but must devote a considerable time to study and investigation. The Superintendent will consider what information a modern farmer needs to have, as well as the best methods of imparting this knowledge. He must know the principles of vocational guidance and vocational training; the general principles for curriculum

making, now quite generally accepted, will apply to consolidated schools.

Industrial work should begin in the seventh grade. The work in the junior high school will be very largely in the nature of club work. Definite work in home training, industrial work, and agriculture should be offered in the senior high school. The best preparation for the vocation of farming is found in studies that embody life situations in the concrete. The boy is taught through the solution of actual farming situations. No work will better fit into this situation than home projects. All industrial work should therefore find expression in home projects. The superintendent and the special teacher should plan and supervise these projects with utmost care. This leads me to suggest that the superintendent and the special teacher in agriculture should be employed for and actually work in the district all year. Both should be hired for twelve months. All industrial work must justify itself in the school curriculum because of its thought content. It must be well presented in class. There is no gain in any field without thorough discipline. I can see great possibilities in the so-called Smith-Hughes work in secondary schools. What is said of farming is equally true of home making.

Finally, as greater time for leisure has come also to the farmer, the consolidated school has been given an added opportunity and responsibility. This leisure time must be properly used, so that it will function in the upbuilding of our civilization rather than the dissipation of life's forces. To this end the consolidated school must minister to those who are now not in school. For the younger out-of-school population, continuation, part-time classes, short courses, or evening classes should be organized during that time of the year when farm work is not too pressing. For the community generally, the consolidated school will foster community activities for instruction and entertainment. This will be accomplished through lyceum courses, parent-teachers' meetings, community cooperative associations, motion-picture entertainments, library service, etc. A community council is suggested to prevent duplication of effort and misunderstanding. Regular community meetings should be held at least once a month. With the other activities suggested, the gymnasium or auditorium may be in use practically every night throughout the school year.

Are these standards too high? Do they sound idealistic? From actual observation I am confident that they are realizable. However, if they should be idealistic, the answer may be that no one has failed because of too high ideals. Our farm population, which is now a little more than 50 per cent of our entire population, means so much to the welfare of the Nation that they should be given the very best opportunities

obtainable. Of all the agencies at work in the solution of the so-called country-life problem, no institution is so fortunately situated as the one dedicated and set apart for the service of all—the American public school. Let this problem take our enthusiasm by storm and let us intelligently plan to carry our ideals out into practice. Let us dedicate ourselves spontaneously, joyously, devotedly to the task of bringing to the people of the countryside a greater ray of hope for the future through equality of opportunity.

FIREMANSHIP A STUDY FOR BOY SCOUTS.

Boy scouts do good work in fire prevention. In Kansas City, Mo., the scouts become members of the fire-inspection bureau after passing an examination given by the fire chief. The boys are considered a great help to the department. Scouts in Jacksonville, Fla., who have been approved by the chief, and passed his examination, help to fight fires as well as to prevent them. They carry drinking water, pull hose, and do everything else they can. Ogden, Utah, and Topeka, Kans., are among the other cities that benefit by the fire inspection work of the scouts.

Merit badges in firemanship may be earned by boy scouts. To obtain this badge, a scout must—

1. Know how to turn in an alarm of fire.
2. Know how to enter burning buildings.
3. Know how to prevent panics and the spread of fires.
4. Understand the use of escapes, ladders, and chutes, and know the location of exits in buildings which he frequents.
5. Know how to improvise ropes and nets.
6. Explain what to do in case of panic, understand the fireman's lift and drag, and how to work in fumes.
7. Understand the use of fire extinguishers; how to rescue animals; how to save property; how to organize a bucket brigade; and how to aid the police in keeping back crowds.

SEVEN SCHOOLS OWN 37 PHONOGRAPHS.

Appreciation of music is taught in the schools of Mansfield, Ohio, with the help of phonograph records. In the 7 schools of the town there are 37 phonographs. The machines were paid for by the pupils' music club, which includes 600 boys and girls. Each school has a complete library of records, and the phonographs and records represent an investment of more than \$5,000. A special textbook in music appreciation guides the teachers in this work, and the music supervisor of the town schools considers the teaching successful.

FIRE PREVENTION HAS A PLACE IN LITERATURE.

A spark neglected makes a mighty fire.—Herrick.

Little fire grows great with little wind.—Shakespeare.

From little spark may burst a mighty flame.—Dante.

Fire, that is closest kept, burns most of all.—Shakespeare.

Behold, how great a matter a little fire kindleth!—James 3:5.

From small fires comes oft no small mishap.—George Herbert.

Thus have I shunned the fire for fear of burning.—Shakespeare.

The fire which enlightens is the same fire which consumes.—Amiel.

The fire which seems extinguished often slumbers in the ashes.—Corneille.

Can a man take fire in his bosom and his clothes be not burned?—Proverbs 8:27.

Those that with haste will make a mighty fire, begin with weak straws.—Shakespeare.

Oh! who can hold a fire in his hand
By thinking on the frosty Caucasus?
—Shakespeare.

Neglecta solent incendia sumere vires. [A neglected fire always gathers strength].—Horace.

A little fire is quickly trodden out; which being suffered, rivers can not quench.—Shakespeare.

As the fire burneth a wood, and as the flame setteth the mountains on fire.—Psalms 83:14.

Where two raging fires meet together,
They do consume the thing that feeds
their fury.
—Shakespeare.

As from one fatal spark arise
The flames, aspiring to the skies
And all the crackling wood consumes.
—Wheeler's Pindar.

Even as Sodom and Gomorrah, and the cities about them . . . are set forth as an example, suffering the vengeance of eternal fire.—Jude 23.

Every man's work shall be made manifest for the day shall declare it, because it shall be revealed by fire; and the fire shall try every man's work of what sort it is.—Corinthians 3:13.

If fire breaks out, and catch in thorns, so that the stacks of corn, or the standing corn, or the field be consumed therewith; he that kindleth the fire shall surely make restitution.—Exodus 22:6.

STATE INSURANCE OF PUBLIC PROPERTY.

A Fund Will Be Accumulated in Ten Years Whose Income Is Expected to Meet All Fire Losses of the State of South Carolina—All Public Schoolhouses Are Insured.

By M. J. MILLER, *Secretary South Carolina Sinking Fund Commission.*

The late Marshall P. De Bruhl, at that time a member of the Legislature from Abbeville County, prepared and introduced in the General Assembly of South Carolina of 1900 a bill providing for State insurance of public property by the sinking fund commission. This bill became law largely through his individual efforts, and in after years as assistant attorney general he took a lively interest in working out the scheme, aiding in having several important amendments to the law passed.

Business Developed Slowly at First.

At the outset only a small percentage of the insurance on the county property and the State institutions was carried, the balance being carried concurrently by the old line insurance companies. This work was undertaken by the sinking fund commission without assistance or resources of any kind whatsoever, and there has never been one penny of public funds appropriated for the maintenance or support of the work.

After due consideration it was decided that rather than make an effort to provide insurance at cost to the various State institutions and the counties the better plan would be to fix the rate charged at approximately the same rate that would be charged by reliable stock insurance companies for insuring this property and the profits, if any, to be placed in a fund to be designated as the insurance sinking fund, with the ultimate object of providing free insurance for the various properties insured.

Accumulation Is Limited by Law.

With this end in view the law limits the accumulation of this insurance sinking fund to \$1,000,000, and when this figure is reached that no further premiums may be collected and all of this insurance shall be carried free of charge, the theory being that the interest on this sum invested will take care of losses and expenses. Our experience for the past 20 years has demonstrated that it will amply do so. Not only should the interest cover all losses and expenses but it should create a surplus, which should be returned to the policyholders annually in the form of a dividend. An amendment to the law embodying this will be drafted and presented to the next session of the general assembly.

The accumulation of this fund was naturally very slow during the first few years of operation, as only a small percentage of the insurance was carried by

this commission. In 1914 the law was so amended as to require this commission to carry all of the insurance on the State and county institutions and reinsurance that portion which had formerly been carried by the stock insurance companies. This was a good move, inasmuch as the commission receives the commission on the reinsurance, and this commission is placed to the credit of the insurance sinking fund.

In 1916 the law was further amended so as to place the insurance of all brick and concrete public school buildings under this commission. This added an enormous volume of business, and in 1919 the law was again amended so as to include all school buildings regardless of the class of construction under the provisions of the State insurance act. Under this last amendment this commission is required to insure all frame school buildings in the State.

School Insurance Is Heavy Addition.

The volume of insurance carried has steadily increased until on December 31, 1919, the insurance in effect amounted to \$9,811,639.71, which was apportioned as follows:

County property.....	\$1,481,783.50
State property.....	3,704,809.00
Public schools.....	4,625,047.21
	9,811,639.71

As previously stated, this insurance is carried at approximately tariff rates, or the same rates that are employed by reliable stock insurance companies. Our rates are in no case in excess of the tariff rates and in most instances are less than tariff rates. For instance, the rate employed by this commission on a rural school building of frame construction with shingle roof is 1.50, as against a tariff rate of 1.90.

Business Is Extremely Profitable.

The business of State insurance of public property proved extremely profitable from its inception. The net profits after deducting all losses and expenses have averaged slightly more than 90 per cent. This means that approximately 90 cents out of every dollar paid over to the sinking fund commission as premiums on insurance policies issued has actually been saved for the assured and placed to their credit in our insurance sinking fund for the eventual purpose of providing free insurance for the property insured.

MODEL FIRE PREVENTION INSTRUCTION LAW.

California Requires Substantial Course of Study in Public Elementary, Secondary, and Normal Schools.

AN ACT To provide for the organization and supervision of course in fire prevention in the elementary, secondary, and normal schools of the State.

[Approved May 12, 1921.]

The people of the State of California do enact as follows:

SECTION 1. The board of education of each county, city and county, and city, whose duty it is to prescribe the course of study for the elementary schools of such county, city and county, and city, shall prescribe a course of study in fire prevention dealing with the protection of lives and property against loss and damage as a result of preventable fire in accordance with the provision of this act for all pupils enrolled in the day elementary schools; and the high school board of each high school district shall prescribe a suitable course of fire prevention in accordance with the provisions of this act for all pupils enrolled in the day high school of such district.

SEC. 2. The aims and purposes of the courses of fire prevention established under the provisions of this act shall be as follows: (1) To create an understanding of the cause and origin of fires; (2) to emphasize the dangers of carelessness and neglect in homes and public buildings and the necessity of care in the use of fires; (3) to promote an interest in preventing fires and the protection of lives and property.

SEC. 3. It shall be the duty of the superintendent of schools of every county, city and county, or city, of every board of education, board of school trustees or high school board, to enforce the course of fire prevention prescribed by the proper authority. And it shall be the duty of each teacher in any public school of the State of California to devote a reasonable time in each month during which such school is in session to the instruction of the pupils thereof in said course of study and fire prevention comprising the ways and means of preventing loss and damage to lives and property through preventable fires.

SEC. 4. The State board of education in standardizing the courses of instruction offered in the several normal schools of the State shall prescribe a course in fire prevention, and shall make the completion of such course a requirement for graduation.

SEC. 5. It shall be the duty of the State board of education to adopt such rules and regulations as it may deem necessary and proper to secure the establishment of a course in fire prevention in the elementary and secondary schools in accordance with the provisions of this act.

BURNHAM SCALES BRING STANDARDIZATION.

(Continued from page 2.)

position which that teacher would have reached if that scale had been in force throughout his term of service. The stipulation was made, however, that the difference between the correct scale position and the salary should be ascertained; one-half that difference should be paid as part of the salary; the remaining two-fourths should be paid on the first and second anniversaries, respectively, of the introduction of the standard scale. In other words, the increase was made retroactive over a period of one year, but the back pay is to be paid in three installments. It was provided that other annual increments should accrue normally. Teachers who render unsatisfactory service are not entitled to increment.

Allocation of the standard scales.—Every local education authority was requested to confer with its teachers and to reach an agreement as to which standard scale is appropriate to its arrest. The standing joint committee asked that it be notified of the agreement within four months. The committee undertook to consider all such agreements, and to publish within six months a schedule shewing which standard scale is appropriate, in its opinion, to each local education authority. It was contemplated that disagreements should be adjusted by the standing joint committee.

Change of scale.—Any local education authority in agreement with its teachers may proceed from one standard scale to another, with the consent of the standing joint committee; but no education authority outside the London area may adopt Scale IV except by confirmation of the standing joint committee. It was expressly stipulated that no scale heretofore adopted should be reduced by action of this report.

Minimum duration of standard scales.—Adoptions of the standard scales were intended to be effective not later than April 1, 1921, and it was stipulated that teachers should abstain from pressure upon the local education authorities for further increase until April 1, 1925. The standing joint committee will consider adjustments of the standard scales if certain specified abnormal increases occur in the cost of living.

Another Committee for Secondary School Salaries.

Consideration of the salaries of teachers in public elementary schools naturally led to parallel action relating to salaries of teachers in public secondary schools.

The president of the board of education called a meeting of a constituent committee representing associations of local education authorities and associations of teachers in secondary schools, and that committee adopted resolutions on May 4, 1920, setting

forth the desirability of a central organization to solve the salary problems in secondary schools in correlation with similar action for elementary schools. A committee was constituted forthwith, consisting of 26 members representing the local education authorities and an equal number of members representing the five associations of secondary-school masters, mistresses, and assistants. Lord Burnham was chosen chairman of this committee also, and 16 members of the other committee were members of this. The first meeting was held May 21, 1920.

Follows Plans of Elementary Committee.

It transpired that in some respects the adjustments to be made by the secondary-school committee were more difficult than those considered by the elementary school committee, but the ground had been broken and the broad principles of action had been determined in advance. The committee was able, therefore, to make a definite and unanimous report on October 20, 1920.

The following is the basic scale adopted:

Scales for assistant masters and mistresses.

A. GRADUATES.

Areas.	Assistant masters.		
	Min- imum.	Annual incre- ment.	Maxi- mum.
England and Wales (except London).....	£240 290	£15 15	£500 550
London.....			

B. NONGRADUATES.

England and Wales (except London).....	£190 210	£12 $\frac{1}{2}$ 12 $\frac{1}{2}$	£400 450
London.....			

A. GRADUATES.

Areas.	Assistant mistresses.		
	Min- imum.	Annual incre- ment.	Maxi- mum.
England and Wales (except London).....	£225 275	£15 15	£400 440
London.....			

B. NONGRADUATES.

England and Wales (except London).....	£177 $\frac{1}{2}$ 197 $\frac{1}{2}$	£12 $\frac{1}{2}$ 12 $\frac{1}{2}$	£320 360
London.....			

The London scale was not limited to the metropolitan police district, but might be applied to other areas by agreement between the local education authorities and their teachers or by the standing joint committee in the event of disagreement between them. Additions were made to these scales for "good honours degrees" for post-graduate training in teaching and for certain other special qualifications and requirements.

It was found impossible to fix a uniform scale for head teachers in secondary schools owing to the varying types of schools and the differing local conditions. It was agreed, however, that the minimum salary of a head master should be not less than £600 and of a head mistress not less than £500.

Reports Arouse General Enthusiasm.

In respect to carry over, change of scale, revision in the event of increased cost of living, minimum duration, and satisfactory service, the report followed the general lines of the report on public elementary schools.

The reports of the Burnham committees were received with enthusiasm and the feeling prevailed that an important historic step had been taken. The criticism that arose was not, apparently, of serious character. Women teachers expressed dissatisfaction over the fact that the elementary committee contained only 5 women and 39 men, and they protested against the rule by which women receive only four-fifths as much as men for similar work. The salaries assigned to rural teachers, namely, the lowest of the four scales, were also criticized on the ground that the privations of the country districts are such that teachers will not remain there without special inducements. Such criticisms, however, appear to have been lost in the general approval, and the prospect of at least four years of "peace" was hailed with gratification.

It was inevitable that disagreements should arise in determining the scales to be applied in specific localities. Teachers were inclined to demand Scale III or Scale IV, and in many instances flatly refused to accept Scale II when it was offered by the education authorities.

A tendency appeared in some parts of England for contiguous education authorities to "combine" in reaching their conclusions. Such agreements were in general opposed by the teachers, although they were even more emphatic in their disapproval when an authority ventured to propose a scale lower than that proposed in a neighboring area.

Mr. Fisher Adopts Attitude of Caution.

The board of education, which under the Fisher law of 1918 must pay 60 per cent of the teachers' salaries, did not at once make any definite expression on the Burnham scales and the Burnham reports. On December 24, 1920, however, Mr. Fisher, the president of the board, addressed a letter to Lord Burnham in which he recognized the value of the work of the standing joint committee, and accepted with appreciation its proposal for a continuance of its activities. He expressed the opinion, however, that April 1, 1921, is much too early to allow time for the full consideration of all the

questions involved in the complete schedule of the standard scales to be applied to each of the 316 areas in England and Wales.

Mr. Fisher further stated that he was unable to agree in advance to be bound by the action of the committee without complete knowledge of the result of that action. The effect of the carry-over and of the allocation of the higher scales might produce demands upon the exchequer which it would be impossible to meet.

He insisted, therefore, that time should be given to the board for a study of the conclusions of the committee as a whole, and he proposed arrangements for cooperation by the board in the committee's deliberations in order to avoid the risk of pronounced divergence of view when the matters are finally presented for the consideration of the board. He declined to give the standard scales official character to the extent of refusing to recognize all other scales, but expressed the purpose of making as full use of them as practicable.

Letter Causes Great Anxiety.

The effect of the letter was likened to that of a bombshell. The negotiations between the local education authorities and their teachers were sharply interrupted, and those who had reached agreements were thrown into a state of doubt and uncertainty. The entire scheme so laboriously wrought out seemed to be in jeopardy. Not only the date of application and the length of the carry over, but the standard scales themselves appeared to be in grave danger.

A wave of economy was sweeping over the land, and Mr. Fisher's letter was a manifestation of it. "Attacks on education" were reported from many parts of England; improvements already planned were halted, and further extension of educational effort was postponed. A number of the local education authorities took the opportunity to cancel the agreements they had made with their teachers. Teachers generally were discouraged, and the members of the teachers' panel of the standing joint committee were exceedingly anxious.

Moved by these conditions, Lord Burnham, on January 22, 1921, wrote to Mr. Fisher asking for a definite statement of his attitude on four points which the standing joint committee considered fundamental. The reply came promptly and it was declared to be satisfactory by the standing joint committee.

Mr. Fisher stated without reservation that reasonable and proper allocation of scales which considered not only local conditions but also the total financial effect would be approved, and would be the basis of parliamentary grants. He agreed to the principle of the carry over, and modified the committee's plan only to the extent of stipulating that payments should be in equal installments in three successive years. April 1, 1921, was fixed as the earliest commencing

date, instead of the latest, for the operation of the scales.

These matters being settled, the standing joint committee at once resumed the work of allocating appropriate scales to the several areas. Local education authorities were urged to make their agreements with their teachers without further delay. Negotiations to this end proceeded apace.

Spirit of Conciliation Prevails.

In the majority of the local areas provisional agreements were reached; in other cases it was necessary to leave the decision to the standing joint committee. The committee was able to decide all but 19 cases, and on April 26th it submitted a report to the president of the Board of Education in which the entire matter was referred to that body for final action. That action was declared in a letter addressed by Mr. Fisher to Lord Burnham on June 28, 1921, and made public a few days later.

The decisions of the standing joint committee affecting 297 areas were adopted practically in toto by the board of education as a basis of expenditure to March 31, 1925. In the 19 cases still in dispute the board decided tentatively to apply Scale III; it is understood that in all of them the teachers had demanded Scale IV. A recapitulation of the findings shows that Scale I was allocated to 28 areas, Scale II to 73, Scale III to 187, and Scale IV to 28.

Many matters of detail arose in connection with the consideration of the report and they were determined by the Board as far as practicable. It is expected, naturally, that a multitude of minor disputes will come up in the application of the scales, and to aid in settling them "reference committees" will continue in existence indefinitely.

Settlement Means Heavy Increases.

The entire matter of salaries in its larger aspects is now considered settled, and freedom from strife is assured, certainly until 1925. A feeling of gratification is universally expressed, although on one hand many teachers do not receive increases as great as they confidently expected, and although on the other hand the increase in expenditure which the new scales will require is very heavy. The extent of that increase is indicated by a statement recently made by Mr. Fisher, in response to a question in the House of Commons, that the total cost of the public-school system in England and Wales was £31,800,186 in 1913-14, and £42,166,191 in 1918-19, and it is estimated that the cost will amount to £84,685,116 in 1921-22. The expense is more than doubled in three years, notwithstanding the prevalent cry for governmental economy.

The feeling seems to be that the improved condition is worth the price, and that unstinted praise is due to the wise statesmanship of Mr. Fisher in initiating and conducting the whole movement, to the extraordin-

ary tact and judgment of Lord Burnham, who was able to procure the unanimous action of his committee upon nearly all important questions, and to the spirit of patriotism and accommodation that marked the actions of the several "panels" which composed the committees.

It does appear that final action has not yet been taken on the secondary school scales nor on the scales for technical teachers, but unquestionably these will be determined in the same spirit of wisdom and conciliation which has marked the conduct of the entire matter.

Salaries in Technical and Continuation Schools.

The report of the committee on salaries of teachers of technical schools was made public only in July, 1921, although it is understood that it had been submitted to the board of education some time before. This report covers teachers in technical schools, schools of art, junior technical schools, evening schools, and day continuation schools under the control of local education authorities.

Full-time teachers in such schools are classified in five grades: (1) Principals, headmasters, or headmistresses; (2) heads of departments; (3) graduate assistants (i. e., graduates of universities); (4) nongraduate assistants; and (5) instructors.

The committee found it impossible to formulate by agreement scales of salaries for classes 1, 2, and 5, because of the varying types of schools and the differences in local conditions. They suggested that the local education authorities formulate their own scales for these positions in analogy to the scales for secondary teachers.

The following scales were proposed for graduate and nongraduate assistants, respectively:

A. GRADUATE ASSISTANTS.

Areas.	Assistant masters.		
	Min- imum.	Annual incre- ment.	Max- imum.
England and Wales (except London).....	£ 240	£ 15	£ 300
London.....	250	15	350

B. NONGRADUATE ASSISTANTS.

England and Wales (except London).....	190	12½	400
London.....	210	12½	450

A. GRADUATE ASSISTANTS.

Areas.	Assistant mistresses.		
	Min- imum.	Annual incre- ment.	Max- imum.
England and Wales (except London).....	£ 225	£ 15	£ 400
London.....	275	15	440

B. NONGRADUATE ASSISTANTS.

Areas.	Assistant mistresses.		
	Minim- um.	Annual incre- ment.	Maxi- mum.
England and Wales (except London).....	£ 177 $\frac{1}{2}$	£ 12 $\frac{1}{2}$	£ 220
London.....	197 $\frac{1}{2}$	12 $\frac{1}{2}$	260

Additions were recommended for non-graduate teachers with three years training, for senior mistresses of mixed schools, and for other posts of special responsibility. In respect to carry over and other provisions this report followed the plan of the other reports.

EFFECTIVE ORGANIZATION OF HOME ECONOMICS.

Home economics courses in the Oregon Agricultural College have been reorganized, and there are now five departments, each with an administrative head. The home economics building consists of three stories over a high basement and is built of brick and terra cotta. Heating, lighting, and ventilating systems of the most modern type are installed, and every provision is made for the comfort and convenience of the young women taking the work in home economics. An electric elevator, rest room, reading room, lockers, and dressing room are provided.

Special laboratories for weaving, dyeing, laundry work, etc., are included in the equipment and the dining room and kitchens serve 300 persons. Two sets of rooms are fitted up to show effective equipment of a kitchen, dining room, and living room suitable to a low family income and to a moderate income, respectively.

How to send in a fire alarm was one of the subjects of instruction at the "fire prevention exhibit" at Ironwood, Mich. Five hundred persons received this instruction, as well as other advice for fire prevention. The use of hand fire extinguishers was taught. Cards containing the numbers and locations of the fire-alarm boxes in the city as well as pamphlets entitled, "Stop Burning Up Homes," were distributed.

Close by the site of the Collinwood School, that burned 13 years ago with the loss of 174 lives, Cleveland's Memorial School, a modern fireproof building, now stands. In memory of the children who were burned to death in the Collinwood fire memorial gardens have been planted on the spot where the old school stood.

INDUSTRIAL EDUCATION ON COMMERCIAL BASIS.

Buffalo pupils not only learn to do by doing, but they sell their products. Technical High School students operate a studio shop for art and craft work, and take orders for all kinds of lettering and designing. Letterheads, folders, booklets, menu cards, and bookplates are produced and sold. Batik decoration is also done, and table runners, trays, scarfs, parchment shades, etc., are among the products. At the first exhibition, more than 800 persons visited the shop, and orders were taken amounting to \$535.

The shop supports itself and shows a profit. Even at the start, the students did not receive any money from the school authorities. All the buying of materials is done by the students outside of school hours. Books are kept, showing costs of materials, time spent in making articles, sales prices, and profits.

"The stitchery" in the same school makes gowns, skirts, and blouses to order for moderate sums. The catering class also works on a commercial basis, and sells salads, rolls, cakes, etc. Some of the girls of the class go out to private homes and assist at afternoon or evening parties to earn money.

MEETING OF COMPULSORY EDUCATION OFFICIALS.

Child accounting and the school census will be discussed at the eleventh annual convention of the National League of Compulsory Education Officials, which will be held at Detroit, November 9 to 12. Among the other subjects related to compulsory education that will be taken up are "The physical welfare of employed children" and "The relation between school attendance and juvenile delinquency." This meeting is expected to be one of the most important the league has ever held, and speakers of National prominence have agreed to be present. Arrangements have been made for the delegates to visit points of educational, social, and industrial interest in and near Detroit.

Kindergarten classes in Norwich, Conn., are brought to fire department headquarters to receive lessons in fire prevention from the fire chief. Every kindergarten class that has entered school in the past 16 years has received this instruction as a beginning and has continued the study through the grades. According to the fire chief, prevention of fire has become second nature for the children of the town. They are continually reporting hazards that might otherwise have escaped the notice of the firemen.

INCREASING EFFECTIVENESS OF COMPULSORY LAWS.

Ohio Legislature of 1921 Inserts New Provisions that Add to Responsibility of Teachers.

Teachers have a large part of the responsibility in enforcing Ohio's new attendance law, not only in reporting violations of the law to the county attendance officer but also in preventing such violations as far as possible. To convince parents and children of the necessity for full and regular attendance is often difficult, but it is the first step in bringing about regularity. Some parents think that their children should be allowed to start the school term late and leave before it closes, and it is the teacher's duty to make it clear that the law requires attendance at school from the very beginning to the very end of the term.

To eliminate idleness among boys and girls between the ages of 16 and 18, the law provides that a child more than 16 years of age may leave school to go to work if he has completed the work of the seventh grade, has passed a physical examination, and can present a written promise of employment. In these circumstances he receives an "age and schooling" certificate, but this is not a permanent release from school; it is a release for the time the child is employed. If he changes his employer he must have a new certificate. If the child is to work for his parent the procedure is the same as if he were to work for another. If he is not employed he must attend school until he is 18 years old. The law thus keeps account of all children between the ages of 16 and 18, and sees that they are either legally employed or attending school. The teacher furnishes the record of attendance, and must see that the child returns to school if he does not go to work.

The new law provides better opportunities for children to work when school is in session than they have had. Vacation certificates or special age and schooling certificates may be issued to children as young as 14 years for certain occupations, and younger children are permitted to work four hours a day in light work with rest periods.

Eight governors of Pacific Slope States have each volunteered to contribute a silk American flag to the school in his State that shows the greatest efficiency in fire prevention.

Los Angeles Boy Scouts to the number of over 1,500 have pledged their united efforts as aids in fire prevention.

SUPERINTENDENTS WRITE OF FIRE PREVENTION.

Letters from Chief School Officers Concerning Action in Certain States—Nearly All Show Interest.

California.—Every week is fire-prevention week in California. The law requires a course in fire prevention in the schools. I have sent a bulletin to superintendents concerning the observance of the law.—*Will C. Wood, Superintendent of Public Instruction.*

Connecticut.—A year or two ago, in some 40 or 50 schools, particularly in the rural schools, a handbook entitled "Safeguarding the home against fire," which was prepared for the United States Bureau of Education by the National Board of Fire Underwriters, was used.

The question of fire drills, their frequency, character, etc., is one which is handled locally.

At the last session of the legislature a bill was introduced requiring a certain amount of instruction in connection with fire prevention in all the schools but this failed of passage.—*A. B. Meredith, Commissioner of Education.*

Drills Without Formal Regulations.

Delaware.—Most of the schools in this State are provided with fire escapes and fire extinguishers, and fire drills are held at intervals, but there are no printed regulations concerning fire prevention.—*H. V. Holloway, State Superintendent of Public Instruction.*

District of Columbia.—The commissioners have designated October 10 as the day to be observed as Fire Prevention Day in the District of Columbia.

1. Our regulations require that fire drills shall take place in all school buildings from September to November, inclusive, of each year, and monthly thereafter.

2. Talks have been made by representatives of the fire department in our schools from year to year in the past; undoubtedly they will be repeated this year.

3. Our buildings erected within the past several years are of first-class fireproof construction.

4. On Fire Prevention Day last year talks were given by teachers and officers throughout the District of Columbia. A circular of instructions was issued to officers of the schools on this subject last year. A corresponding circular will soon be issued for the observance of Fire Prevention Day this year.—*F. W. Ballou, Superintendent of Schools.*

Appropriate Suggestions to County Superintendents.

Idaho.—I have taken up with the county superintendents of this State the matter of the observance of Fire Prevention Day and

have also made suggestions to them regarding different kinds of provisions for preventing fires, etc. Most of our schools conduct fire drills. The only law that we have in regard to fire prevention and fire escapes is found on pages 120-121 of the school laws.—*Ethel E. Redfield, State Superintendent of Public Instruction.*

Very Active Work for Observance.

Indiana.—Very active work is done in this State by the State fire marshal in regard to the observance of Fire Prevention Day. He is now preparing a letter and suggested program which is to be sent early next week to all county and city superintendents. It is our understanding that the governor will issue a proclamation asking for the observance of Fire Prevention Day. The handbook, "Safeguarding the home against fire," has been sent out—some 10,000 copies—for distribution throughout the schools of the State. With this work by the fire marshal we believe it is not necessary for us to do more than to assure the school officials throughout the State of our hearty sanction and cooperation in the work. Our school laws provide for precautions against fire, and our course of study gives material relating to fire prevention and safety rules for the use of principals and teachers.—*L. N. Hines, State Superintendent of Public Instruction.*

Iowa.—We are putting our emphasis on Fire Prevention Day through our State fire marshal.—*P. E. McClenahan, Superintendent of Public Instruction.*

Kansas.—We have a law which compels fire drills in all our schools. Our laws are also quite strict as to buildings with fire shafts, fire protection, etc. One superintendent in Kansas was fined last year for not complying with the law regarding fire drills and the board followed this court proceeding with dismissal. We, in turn, checked him up on our State recommendations list and will not in the future recommend him for any position in Kansas. I give you this information that you may know we are making every effort to see that our fire prevention laws are obeyed.

Our Governor will issue a proclamation fixing Monday, October 10, as Fire Prevention Day. A pamphlet containing material on fire prevention is now in press.—*Lorraine Elizabeth Wooster, State Superintendent of Education.*

State Fire Marshal Furnishes Material.

Louisiana.—It is the custom here for the governor to issue a proclamation setting aside a certain day to be observed as Fire Prevention Day and for the schools to observe same with appropriate exercises, material for which is usually furnished by the State fire marshal.—*T. H. Harris, State Superintendent of Public Education.*

Massachusetts.—I believe there is no universal observance of Fire Prevention Day in the public schools of this State. The

tendency at present in Massachusetts is to discourage the establishment of these special days. I think there can be no question that the tendency to increase the number of them has very largely destroyed whatever educational significance they may have had.—*Payson Smith, Commissioner of Education.*

Fullest Cooperation Is Given.

Michigan.—Fire drills are conducted in all our schools according to State law. Our schools are inspected by both this department and by the fire marshal's department. We cooperate to the fullest extent.—*T. E. Johnson, Superintendent of Public Instruction.*

Minnesota.—The fire marshal's office sends out bulletins for time to time and devotes much of its educational work to the children in the public schools.

Fire drills are generally practiced in all schools and are carried on under the direction of the fire marshal's office.—*S. A. Challman, Inspector of Buildings and Sanitation.*

Mississippi.—We have never observed Fire Prevention Day, but I shall be glad to cooperate with you in putting on the day in Mississippi.—*W. F. Bond, State Superintendent of Education.*

Missouri.—Fire Prevention Day has never been observed in all of our Missouri schools. Some of the larger cities give drills along this line. Our State has a general law on fire escapes.—*Sam A. Baker, State Superintendent of Public Schools.*

Nebraska.—According to the State law Fire Prevention day in Nebraska comes on the first Friday in November. The bulletin for this year has not yet been prepared but the fire marshal is working upon it. The only part that the State Superintendent's office has taken in the matter is preparing fire lessons, one for each month, to be given in the schools.—*I. N. Clark, Rural School Inspector.*

Does Not Emphasize Special Days.

New Hampshire.—We are rather hesitant about emphasizing any considerable number of special days or special weeks for the schools. Fire Prevention Day has only local observance. The elementary program, however, in the chapter on citizenship gives the following suggestions:

"Fire and accident prevention.—Much detailed direction is needed to avoid the accidents incident to complex modern life. In particular the automobile peril and the danger of the highway should have repeated attention."—*E. W. Butterfield, Commissioner of Education.*

New Jersey.—Information and regulations regarding fire prevention have been distributed for use in the New Jersey schools.—*John Enright, Commissioner of Education.*

New York.—In our school code is a general discussion of the subject of fire

prevention and legal requirements of the State pertaining thereto. On two occasions within my knowledge special circulars on the subject have been issued from the commissioner's office.—*Frank H. Wood, Chief, Division of School Buildings and Grounds.*

School Authorities Cooperate Cordially.

North Carolina.—The department of public instruction is always glad to cooperate with the North Carolina fire marshal in the teaching of fire prevention in the schools and elsewhere.

This department does not print material having to do with fire prevention, but does distribute from time to time such material as the fire marshal in this State prepares.—*W. H. Pittman, Secretary.*

Ohio.—It will be the plan in Ohio to observe Fire Prevention Day, but it is possible that we shall have to postpone the matter to a date somewhat later than October 9. This is because we are waiting for our textbook on Fire Prevention which is required by an enactment of the last legislature. The new edition of the school laws contains the statutes governing this matter.—*W. B. Bliss, Assistant Director of Education.*

Oklahoma.—We have observed Fire Prevention Day in this State for a number of years, and it has been customary for the governor to issue a proclamation. This department and the fire marshal have cooperated in every way to make this day one of real value to the boys and girls in our public schools. Our school law provides for fire escapes, and the fire marshal has prepared additional material for distribution. In our bulletin giving suggestions for special days Fire Prevention Day is given an important place, and we are urging throughout the State that these special days be given a real place in the school work throughout the year. A circular letter has just been sent to the newspapers of the State.—*E. N. Collette, Assistant Superintendent of Public Instruction.*

Oregon.—Since 1913 the teachers of Oregon have been required by law to give instruction weekly on fire prevention. This department has prepared and published a course of study in fire prevention, and such a pamphlet has been used by the teachers since 1913.

We have fire drills in all of the schools of the State, and the law governing fire escapes, extinguishers, and so on, is enforced by the State fire marshal.—*J. A. Churchill, Superintendent of Public Instruction.*

Pennsylvania.—Our Arbor Day program for April, 1920, was devoted to the preservation of the forests. In this pamphlet we devoted considerable space to forest fires. The school code of this State, sections 4701-4704, provides for fire drills and for

instruction in fire dangers and prevention. The office of fire marshal was abolished a few years ago, and the powers and duties formerly exercised by that officer are now vested in a department of State police. It has been my practice to communicate annually with superintendents and teachers in regard to the necessity of school authorities taking such action as shall give adequate protection not only to school property but to the children and teachers who are in such buildings.—*Thos. E. Finegan, Superintendent of Public Instruction.*

Education Commissioner Issues Manuals.

Rhode Island.—This office has in preparation a manual for teaching fire prevention, which the law requires one hour each month. A code for fire drills, the law requiring fire drills and instruction, and a pamphlet on safeguards against fire have been distributed.—*Walter E. Ranger, Commissioner of Education.*

South Carolina.—Fire protection has been greatly neglected in the schools of this State. Our best schoolhouses are fire proof, or supposed to be fire proof.

Most of the larger colleges and schools have fire escapes, though some of these escapes are not what they should be.

Fire instruction in the schools is subject to the supervision of the State Department of Insurance. The adequacy of schoolhouses is a matter to be determined by the State Board of Health.—*J. E. Swearingen, State Superintendent of Education.*

South Dakota.—We have observed Fire Prevention Day and in this way have cooperated with our fire marshal who, generally speaking, has had charge of this work.—*Fred L. Shaw, Superintendent of Public Instruction.*

Texas.—The governor has issued a proclamation designating October 9 as Fire Prevention Day and has called on the mayors of cities to disseminate better knowledge of the causes and preventability of fires. A circular on fire prevention has been sent to all mayors, fire chiefs and fire marshals, police and fire commissioners, school superintendents, women's clubs, and civic organizations. Copies of a program for Fire Prevention Day have been sent to all schools. We enforce thoroughly the laws concerning fire escapes and urge the installation of fire extinguishers in public schools and other buildings.—*G. W. Tilley, State Fire Marshal.*

Pupils Well Trained in Drills.

Utah.—As yet I have issued no instructions to our superintendents on the observance of Fire Prevention Day during the first week in October. I shall take pleasure, however, in immediately suggesting to them the observance of this week.

As a rule, our schools are conducting fire drills, and the pupils are very well trained in the same. Also we have fire extinguishers

of various kinds, and in some buildings fire escapes.

As far as I am aware we have no law-regulating these matters; but our superintendents have been impressed with this importance of this subject for many years.—*C. N. Jensen, State Superintendent.*

Vermont.—Our laws require regular (monthly) fire drills for all of our public schools with the possible exception of one-room rural school buildings. We have no printed circulars containing laws and regulations. Vermont is so largely a rural State that there has not, apparently, been a feeling that intensive work should be done in this matter.—*C. H. Dempsey, Commissioner of Education.*

Virginia.—This department has sent out letters each year for the past several years with reference to fire prevention. The commissioner of insurance has furnished us a bulletin giving lessons on fire prevention, published, I believe, by the national association.

Fire drills are generally practiced in the city and town schools in Virginia, and in most of the rural graded schools. I have urged the fire drills for schools of all types.—*Harris Hart, Superintendent of Public Instruction.*

AMERICAN TEACHERS ENTERTAINED IN VENEZUELA.

Forty Spanish teachers in the high schools of the city of New York were received and entertained as the guests of the Government of Venezuela during the months of June and July, 1921. The invitation was extended to the American teachers by Dr. Rafael Gonzalez Rincones, minister of public instruction for Venezuela, through the Venezuelan foreign office in October, 1920, and was accepted definitely March, 1921, by the New York High School Teachers' Association.

This is the second time that American teachers have been entertained during the vacation period by the Venezuelan Government, and it is announced that an invitation is to be extended annually hereafter to teachers of Spanish or students of educational institutions in the various cities of the United States to spend two or three months in observation and study in the city of Caracas.

Australia, New Zealand, and Canada have sent 100 teachers to London as a part of the plan for interchange of teachers between London and the dominions. These teachers, who are on leave of absence without salary, are teaching in the London County Council schools. As a part of this system of exchange, a number of London teachers are at work in the schools of the dominions.

SOME OF THE NEW BOOKS.

By JOHN D. WOLCOTT.

BOAS, RALPH PHILIP. *Youth and the new world; essays from the Atlantic monthly*. Boston, The Atlantic monthly press [1921]. viii, 320 p. 12°.

A group of selected articles designed to acquaint young men and women with some of the problems concerning America, such as education, the American spirit, the assimilation of diverse elements in our population, the question of international organization, and, finally, the importance of spiritual values.

BRYCE, JAMES, Viscount. *Modern democracies*. New York, The Macmillan company, 1921. 2v. 8°.

The main part of this treatise describes the workings of six typical democracies—France and Switzerland in Europe, Canada and the United States in America, and Australia and New Zealand in the southern hemisphere. Preceding and following the main body of the work are sections giving considerations applicable to democratic government in general, and general reflections on some present aspects of democracy and the probable course of its future development. Among the topics here considered are democracy in its relation to education and to letters and arts, the press in a democracy, and public opinion. In discussing the relation of education to popular government, the author calls attention to the fact that knowledge is only one essential requirement for a good citizen, while public spirit and honesty are yet more needful. Theoretical training in civic duties is not enough, but practice is needed to vivify knowledge. The habit of local self-government, as developed in Switzerland and in early Massachusetts, is the best training for the national exercise of democratic government. The writer also outlines the types of civic instruction which, in his judgment, should be imparted by the elementary schools, the secondary schools, and the universities, respectively. He recognizes the great service which American universities have rendered to the political life of the country in recent years.

DOUGLAS, PAUL H. *American apprenticeship and industrial education*. New York, Columbia university, 1921. 348 p. 8°. (Columbia university. Studies in history, economics, and public law, vol. 95, no. 2)

A historical study of industrial education in the United States with particular reference to the apprenticeship system. The advantages and disadvantages of apprenticeship are discussed, as a training both for industrial production and for citizenship. The author calls attention to the limited opportunity in modern industry for working boys and girls under 16 years of age. He brings out the economic effects of industrial education, and the present attitude of labor and capital toward it.

FINEGAN, THOMAS E. *The township system; a documentary history of the endeavor to establish a township school system in New York from the early periods through the repeal of the township law in 1918*. Albany, University of the state of New York, 1921. 1693 p. plates. 8°. (Vol. I of the fourteenth annual report of the State education department, 1918.)

—. *Free schools; a documentary history of the free school movement in*

New York state. Albany, University of the state of New York, 1921. 682 p. plates. 8°. (Vol. I of the fifteenth annual report of the state education department, 1919.)

These two volumes of the New York State education report, 1918-1919, are not narrative histories, but are compilations containing abundant source material on the subjects named.

JORDAN, RIVERDA HARDING. *Nationality and school progress; a study in Americanization*. Bloomington, Ill., Public school publishing company [1921] 105p. diagrs., tables. 12°. (School and home education monographs, no. 4.)

Thesis (Ph.D.)—University of Minnesota, 1921.

The record of an investigation of the relation of nationality to progress of school children, made in selected public schools of Minneapolis and St. Paul.

MCCLURE, HAVEN. *The contents of the New Testament; an introductory course*. New York, The Macmillan company, 1921. 219p. 12°.

This book undertakes to present the findings of the world's greatest Bible scholars in a manner intelligible to the younger mind and to the general reader. It is based on a number of years' classroom experience in teaching the New Testament as an elective English course in a public high school of over 500 students.

MEAD, CYRUS D., ed. *Measuring classroom products in Berkeley*. Sections 1 and 2. Berkeley, University of California press, 1921. 108p. diagrs., tables. 8°. (University of California. Department of education. Bureau of research in education. Study no. 1.)

Reports the results of a survey of public school work in Berkeley, Calif., made by the seminar in educational measurements of the Department of education, University of California, under the direction of Dr. Cyrus D. Mead. Measurements of classroom work were made in handwriting, spelling, reading, arithmetical abilities, composition, and geography.

PALMER, HAROLD E. *The principles of language-study*. Yonkers-on-Hudson, N. Y., World book company, 1921. 186p. 12°.

Discusses how both the spontaneous capacities and studial capacities for language-acquisition may best be utilized both by teachers and students.

PRTTMAN, MARVIN SUMMERS. *The value of school supervision demonstrated with the zone plan in rural schools*. Baltimore, Warwick & York, inc., 1921. x, 129p. 12°.

Gives the result of a test of the value of supervision made in the rural schools of Brown county, South Dakota. The zone plan of supervision, which was employed, is described. A representative group of country schools was subjected to supervision much more intense than usual, and comparison made with an equally representative group of relatively unsupervised schools with conditions other than those of supervision approximately the same. It was found that work in the school sub-

jects used as bases of measurement was rendered decidedly superior by supervision, and gains also in the interest and activity of pupils, teachers, and parents were clearly manifest where the schools were supervised. Prof. F. G. Bousier, of Teachers college, Columbia university, contributes an introduction to the book.

READ, ALFRED ZANTZINGER. *Training for the public profession of the law; historical development and principal contemporary problems of legal education in the United States, with some account of conditions in England and Canada*. New York city, 522 Fifth avenue, Carnegie foundation for the advancement of teaching, 1921. xviii, 498p. 8°. (Carnegie foundation for the advancement of teaching. Bulletin no. 15.)

The makers of this report recognize the fact that the minds of the legal profession are inclined to wait upon tradition and precedent. Accordingly this study deals not merely with existing law schools and present-day tendencies in the training of the lawyer for his profession, but it also develops the history and progress of American legal education from its earliest beginnings. It brings out the relation of the bar and of the bar examinations to legal education, discusses the requirements for admission to the bar, and shows the historical relation between a trained and educated bar and the administration of justice. The present volume is to be followed by one dealing with the contemporary situation in greater detail.

WILSON-DORRETT, OLIVE B. *Language of music interpreted from the child's viewpoint*. Yonkers-on-Hudson, N. Y., World book company, 1921. xxi, 296 p. music. 12°. p.

Shows how the color and play method may successfully be employed in teaching music to young children.

RECENT PUBLICATIONS OF BUREAU OF EDUCATION.

Educational survey of the University of Arkansas; summary of conclusions and recommendations. Washington, 1921. 43 p.

A digest of the report of a survey of the University of Arkansas, made at the request of the legislative committee in charge of the survey, under the direction of the United States Commissioner of Education.

Educational work of the commercial museum of Philadelphia; by Charles R. Tooker, curator. Washington, 1921. 28 p. 12 plates. Bulletin, 1920, no. 13.)

This publication describes the aid which the museum gives to the schools in teaching commercial and industrial subjects.

Facilities for foreign students in American colleges and universities; by Samuel Paul Capen, former specialist in higher education, Bureau of Education. Washington, 1921. 269 p. plates. (Bulletin, 1920, no. 39.)

This bulletin describes the organization of American education with special reference to universities, colleges, and professional schools; states and explains admission requirements in a way adapted to the needs of foreign students; and outlines the general and specific opportunities to be found at American institutions of higher education. The information presented is of value not only to the prospective student from foreign countries, but to all who are interested in the present facilities for higher education in the United States.

The Francis Scott Key school, Locust Point, Baltimore, Maryland; by Charles A. Bennett. Washington, 1921. 31 p. (Bulletin, 1920, no. 41.)

A study of the condition and needs of the people of Locust Point, an industrial section of Baltimore, together with recommendations for the reorganization of the public school of the section and the planning of a new school building. Contains material which may be helpful to the boards of education of other cities as well as of Baltimore.

The function concept in secondary school mathematics; a report by the National committee on mathematical requirements. Washington, 1921. 11 p. (Secondary school circular, no. 8. June, 1921.)

The committee here explains what is meant by the statement that the one great idea which is sufficient in scope to unify the secondary school course in mathematics is that of the functional relation.

State laws relating to education enacted in 1918 and 1919; compiled by William R. Hood, specialist in school legislation, Bureau of Education. Washington, 1921. 231 p. (Bulletin, 1920, no. 30.)

A classified index and digest of State educational legislation enacted during 1918 and 1919.

Suggestions for a program for health teaching in the elementary schools; by J. Mace Andress and Mabel C. Bragg. Washington, 1921. 107 p. illus. (Health education series, no. 10.)

This pamphlet undertakes to define the goals for an effective program of health education in the schools, to analyze the various factors of school and community that form an integral part of this program, and to outline in a general way the school health activities and the methods of teaching that may prove successful.

The teaching of civics as an agency for community interest and citizenship; by John James Tigert, United States Commissioner of Education. Washington, 1921. 10 p.

Makes suggestions for a more practical course of study in civics, and for the adoption of the project method in civics instruction.

AGE FOR ENTRANCE IS TOO HIGH.

Shortage of teachers in Denmark has led to an investigation as to why young people find the teachers' calling unattractive. One reason is the objection against the minimum entrance age of 18 fixed by the teachers' seminaries. Many do not wish to wait till this age before they enter on what they expect to make their life work. When a young man of 15 or 16 who has fully mastered all other entrance requirements finds that he must wait 2 or 3 years before he can be accepted at the teachers seminary he naturally enters another line of work. What, indeed, should he do during the 2 or 3 years in waiting for himself to get older? The framers of the law have probably thought he would spend the time in learning a trade so as to be up with the present trend, but the young man does not always understand the good intention of the law, and gives up his notion of becoming a teacher.

CONTINUATION SCHOOLS IN OHIO CITIES.

Boys and girls in Ohio between the ages of 16 and 18 who have had to leave school and go to work receive school advantages in classes authorized by a new law, under which boards of education may establish part-time schools, and children employed on age and schooling certificates are required to attend them.

In the city of Columbus the board of education and the civic organizations are uniting in the effort to extend educational opportunities to the 10,000 or more boys and girls of the city who are working in stores, offices, and shops. Many of these young people are engaged in occupations which do not pay well, and they have little opportunity for advancement because they have not completed their school course. Several organizations, such as the Retail Merchants' Association, the Parent-Teachers' Association, and the Federation of Labor have combined to contribute \$2,500 for establishing continuation schools.

The continuation schools give special training in the theoretical side of the work followed by the pupil in his daily job. For example, a girl clerking in a store can take a course in office training, salesmanship, or some other subject that will lead to advancement. Employers cooperate by arranging schedules that will allow several continuation pupils working in the same establishment to attend classes at different time, so that the daily work will not be handicapped.

When it becomes necessary for a pupil to leave school, an effort will be made to find out what he would like to choose as a vocation, and to place him in some employment which will train him in his chosen line. This training will be supplemented by the part-time and evening work in the continuation school. Instruction in trades and in home economics will also be given in part-time classes.

HONOR ORGANIZATION FOR HIGH SCHOOLS.

Honor students in high schools are to have a society similar to Phi Beta Kappa in colleges. It is called the "American Torch Society." Candidates eligible to membership must have a scholarship rank in the first fourth of their respective graduating classes and are required to be of high moral character. According to the constitution, "Preference will be given to those students who have demonstrated effective leadership in the school activities and who have rendered signal service to their school and fellow students." Only accredited secondary schools are entitled to membership.

GERMAN FOUNDATION OR UNITY SCHOOL.

All Children Must Attend Common School for Four Years—Instruction Based on Home and Community.

The progress of building up school organization under the new German constitution is not easy to follow. The constitution requires at least a four-year foundation school which all children must attend. The course of study for this period has been thoroughly discussed and has now been given the shape in which it is likely to be adopted by most of the German states.

The schedule follows:

Branch.	First year.	Second year.	Third year.	Fourth year.
Religion		2	3	3
Home and community study		3	3	5 (4)
German language	8	8	7	
Writing	2	2	2	
Arithmetic	4	4	4	
Drawing		2 (1)	2	
Singing	1	2 (1)	2	
Gymnastics	2	2 (1)	3 (2)	
Needle work		(2)	(2)	
	18	22	26	28

The figures in parentheses apply to classes composed exclusively of girls.

This schedule together with the spirit in which it is to be taught presents three features which indicate the present trend and outlook. First, home and community study is not only made a subject coordinated with the three R's, but the manner in which it is to be taught makes it the center and point of departure for all the other subjects. The home, the school, and the community are to cooperate in their common interests. Out of these interests arise school projects in language, arithmetic, writing, drawing, and productive handwork. Second, there are no scheduled hours for the first year, no severe division of subjects, only a total of 18 hours. The nucleus is home and community study conducted as object lessons and observation instruction. All connects with reading, writing, figuring, and drawing. Moral and religious instruction is brought in as occasion arises; group responsibility, obligation, and duty are made real in accuracy, conscientious, and helpful work. Third, the new arrangements are invariably accompanied by suggestions and direction adopted by teachers' organizations and enjoined by school authorities to the effect that the spirit in which the instruction is imparted means more than anything else. The demands of actual life, moral obligations to one's self and to society must dominate.—*Adapted from Allgemeine Deutsche Lehrerzeitung.*

HIGH SCHOOL FRATERNITIES AND SORORITIES.

Report of FRANK W. BALLOU, *Superintendent of Schools for the District of Columbia.*

A Little Past History Reviewed.

For a period of over two years, from January, 1916, to April, 1918, the board of education gave very careful consideration to the subject of fraternities and sororities and took formal action forbidding any high-school student to join any fraternity or sorority under penalty of expulsion from school. This action of the board was initiated by a report and a recommendation of the Home and School Association of the Eastern High School, which asserted that "these organizations as at present conducted serve no useful purpose as adjuncts to the school life but tend rather to establish a divided allegiance and to form cliques not in accordance with the democratic principles of our public school system."

The board also authorized the appointment of a commission consisting of the members of the committee of the board on high schools, the superintendent of schools, three citizens who were parents of high-school age, and three representatives of each high-school faculty. This commission drafted a report, which was approved by the board of education, indicating plans for carrying the abolition of fraternities and sororities into effect; for organizing clubs to take the place of fraternities, and for placing membership in clubs under faculty supervision.

The action of the board in disapproving fraternities and sororities was formally promulgated in a communication addressed "To pupils and parents or guardians of pupils in high schools," and they were invited to assist the school officials in seeing that no such organization was promoted or continued in existence. The board of education authorized the superintendent of schools to exact the penalty of expulsion from school for such membership. Neither the records of the board of education nor the records of the superintendent's office show any formal action in relation to fraternities since April, 1918.

Fraternities and Sororities Continue.

Despite the action of the board of education, high-school fraternities and sororities continued to exist and do exist. Since July 1, 1920, when the present superintendent assumed his duties, the matter of fraternities and sororities has been brought to his attention in several ways.

Parents have complained that their boys and girls were not doing their school work satisfactorily because their attention was too much distracted by these organizations. High-school girls have requested permission to sell candy in their school to raise money

with which to pay their initiation fees into sororities in order to avoid asking their parents for money for that purpose. It is more charitable to assume that these girls were ignorant of the board's action, than to believe that they would knowingly invite the board of education to assist them in breaking the board's rules.

Parent Objects to Rough Treatment.

One father of a high-school boy who was recently initiated into a fraternity asserts that "the chief feature of the initiation was beating him with heavy clubs until the lower part of his back and hips were black and blue from the bruises." He further says that "two other boys were initiated at the same time and I understand that one of them fainted twice during the beating and all of them had to be helped to bed afterwards." He says further, "I am not making any complaint against this particular fraternity for the reason that I am informed that this is part of the customary initiation with all of the high-school fraternities.

This father, although a member of a college fraternity, disapproves of high-school fraternities. He condemns this initiation of his son as "simply brutal, one of the boys breaking a heavy stick on him." He believes that "high-school boys are not able to judge whether prospective victims are physically able to withstand such treatment." He thinks "there is great danger of spinal injury, especially as these initiations are carried on in the dark."

Finally, high-school principals have stated that these organizations are flourishing in spite of the board's action, and have inquired whether the present superintendent intends to enforce the rule against fraternities and sororities. Under the rules of the board, the superintendent is required to enforce the rules and regulations of the board, and to put into effect the board's orders. The superintendent has no discretion as to the enforcement or the unenforcement of the order of the board abolishing fraternities and sororities. The board of education may modify its own rules, or its orders, but the superintendent of schools may not do so. The superintendent intends to enforce the board's rules or orders.

Assuming that the present board of education disapproves of fraternities and sororities and similar organizations, the superintendent recommends the adoption of the following statement of the board's position:

Statement of Board's Position.

"The board of education is not opposed to secret organizations among men or women.

The board is not opposed to fraternities and sororities in colleges and universities. The board is not opposed to fraternities and sororities in the high schools because they possess some of the common characteristics of such organizations. The board is opposed to fraternities and sororities in the high school solely because, in its judgment, such organizations are not conducive to the achievement of the best educational results in the high schools.

"The board of education is opposed to membership on the part of junior high-school or high-school pupils in any organization, association, club, fraternity, or sorority whose membership is narrowly exclusive, self-perpetuating, or secret; whose members are required to pledge support of one another as against nonmembers; whose eligibility requirements for membership are not approved by school authorities and known to all pupils so that all may qualify for membership if they wish; or whose meetings are not held under school auspices and under official faculty supervision. Accordingly, membership on the part of any boy or girl in a junior or senior high school in an organization, club, fraternity, or sorority which possesses any of the characteristics to which the board of education is opposed, is hereby disapproved."

Rescinding of Former Action.

To the end that a new method of enforcing the board's order against membership in disapproved organizations the superintendent recommends that the board of education rescind its action of November 20, 1916, providing that the penalty for membership of a high-school pupil in a fraternity or sorority shall be expulsion from school.

While the corporation counsel has expressed the opinion that the rule prohibiting a student from joining a fraternity or sorority is within the power of the board of education and will be sustained by the courts, nevertheless the superintendent believes, and in this belief is sustained by the opinion of the same corporation counsel, that some other penalty may be preferable to expulsion from school.

Methods of Enforcement.

To carry out the board's policy the superintendent recommends the adoption of the following rules:

1. That after June 1, 1921, membership on the part of any junior high or high-school pupil in any association, organization, club, fraternity, or sorority which has not been approved by the superintendent of schools is forbidden.

2. That an association, organization, club, fraternity, or sorority which enrolls in its membership pupils of a junior high or high school shall submit to the superintendent of schools such information as he may require regarding its constitution, by-laws, member-

ship, eligibility requirements for membership, time and place of meetings, programs of meetings, and any necessary information, as a basis for the superintendent's approval or disapproval of said organizations.

3. That all associations, organizations, clubs, fraternities, or sororities which may hereafter be approved by the superintendent of schools shall be placed under the official supervision of the faculties of the several junior high and high schools.

Members not Eligible to Class Honors.

4. Any pupil who after June 1, 1921, joins, or after October 1, 1921, has not discontinued his membership in any association, organization, club, fraternity, or sorority which has not been approved by the superintendent of schools shall thereby disqualify himself or herself:

(a) From holding a commission or warrant in the high-school cadet brigade.

(b) From holding any position, either elective or appointive, on any school publication.

(c) From representing his school on any team in competitive athletics, rifle matches, interscholastic debates, or dramatic performances.

(d) From being certified as eligible to stand for election to any class office.

(e) From holding any position in a high-school bank.

(f) From holding any office in any organization, club, or activity which comes under the direction of the school.

(g) From receiving any form of honors other than those awarded for scholarship attainments.

(h) From holding any position as representative of his school.

Senior Class May Continue Membership.

The provisions of rule 4 shall not apply to members of the senior class in good standing of the school year beginning September, 1921, even though they were on or before May 1, 1921, members of an organization not approved by the school authorities.

5. That, after September 1, 1921, and at the beginning of each semester or more frequently if required, each pupil in a junior high or high school shall be required to furnish the principal of the school with a signed statement, countersigned by one of his or her parents or his or her guardian, indicating the associations, organizations, fraternity, or sorority of which he or she is a member.

It is not the purpose of this regulation to debar a pupil from securing a high-school education, but it is the intention of the above provisions to exclude from representative honors pupils who continue to be members of organizations which exist contrary to the regulations of the board of education.

NEW TRENDS AND THE CLASSICS.

The postwar trend in education appears to be to elevate productive handwork to a higher plane than it formerly occupied. A larger per cent of those who pass through the elementary and the intermediate schools find their occupation in industrial pursuits. Adult education is asked of the universities through extension lectures and popular courses adapted to mature people. The exclusiveness of the learned professions and higher scholarly pursuits are no longer recognized according to the old traditions, it is said.

In England and Germany the humanists have seen something in the movement that militates against the classics. In Germany a symposium by some eighty intellectuals has been compiled under the title, "Das Gymnasium und die Neue Zeit," and launched as a defense and justification of Latin and Greek. The labor school and the unity school movements are said to be indirect and veiled attacks upon the classics, enjoying some vogue during the present time of educational confusion. But, the classicists say, the pendulum will oscillate until it reaches a point between the present extremes; to be itself and to get together with itself a country must recognize the sources that feed its cultural life.

Report of Prime Minister's Committee.

In England this problem has been laid wide open by the report of the prime minister's committee on the position of the classics in the educational system of the United Kingdom. The report is a voluminous document of more than 300 pages, and it deserves careful study by all interested in the classics generally.

Evidently the authorities of the United Kingdom have thought that at the present time, when every community in Britain is called upon to build up its schools under the new law, it is well to have regard for all sources of enduring cultural values.

FIRE LOSSES GREATER THAN STATE TAXES.

Last year the actual fire waste of Indiana amounted to \$378,160 more than all the taxes paid by our people for the maintenance of our State. To be exact, the entire State taxes paid last year was \$9,546,017 and the actual property waste as a result of fire was \$9,924,177. This is to say nothing of the accidents and deaths resulting from fire. When we stop to consider that 85 per cent of those fires were due to carelessness, were preventable, don't you agree that this is an important subject and that we should all do our part in helping to remedy the situation?—Newman T. Miller, State Fire Marshal for Indiana.

MEXICAN SUMMER SCHOOLS FOR FOREIGNERS.

Courses in Spanish Literature by Mexican University Professors Who Show Great Personal Interest in Students.

By CORNELIUS FERRIS, Jr., *American Consul, Mexico City.*

Two courses of free instruction for foreigners were given by the University of Mexico during the summer of 1921. One course, given from July 1 to August 15, embraced Spanish literature twice a week, Mexican history twice a week, art twice a week, archaeology once a week, reading and interpretation five times a week, conversation five times a week, reading aloud once a week, and Mexican literature twice a week. Eight professors of the university faculty gave the instruction. Thirty-two women and seven men from the United States attended; nearly all of them were teachers from the southwestern part of the United States. A second course, from August 1 to September 15, embraced the same subjects, except Spanish literature and reading aloud, but added geography and phonetics.

It is understood that the schools from which the students came in the United States paid their traveling expenses to the Mexican border. The Mexican Government furnished their transportation from border points to Mexico City.

The principal inducement to attend these summer courses is undoubtedly to study Spanish. The students express themselves as well pleased with the attention they have received and the results of the instruction. It is expected that similar courses will be offered next year and that there will be a larger attendance. This year the summer school was not made known in time for many people in the United States to become aware of it. The students especially appreciated the facilities offered them to visit places of interest in the Valley of Mexico, as well as the personal interest shown by the members of the faculty in accompanying them and instructing them in regard to such places.

First aid to the injured will be the subject of classes organized by the American Red Cross for employees of the Post Office Department. Women postal workers at Washington, D. C., will have a class in home hygiene and care of the sick, conducted by the District of Columbia chapter of the Red Cross. Other local chapters will cooperate with postmasters in formation of similar classes. First-aid kits at cost are to be provided at all postal centers.